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ABSTRACT

"Healthy Choices for Kids" is a nutrition education program based on the 1990 U.S. Dietary Guidelines. This kit, the first of a series, provides elementary school teachers with tools to teach students about good nutrition. This set has five levels (Grades 1-5), bound separately. Each level has its own unit complete with teacher materials, activities, and worksheets. The dietary guidelines are introduced in developmentally appropriate ways: (1) through stories and songs, children learn the benefits of eating a variety from the five food groups; (2) children get the opportunity to reinforce key ideas of the first level and apply what they have learned; (3) using games, songs, and other activities, children learn how the five food groups team up to provide nutrients needed for good health; (4) children learn about combination foods and the health benefits of the five food group by investigating a foreign country; and (5) students learn how the key nutrients contained in foods from the five food groups keep them healthy. Lesson plans and ideas for expanding the program are provided. Since habits are formed at home, each level contains a parent letter and a parent tip sheet. (LL)

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LEVEL 1

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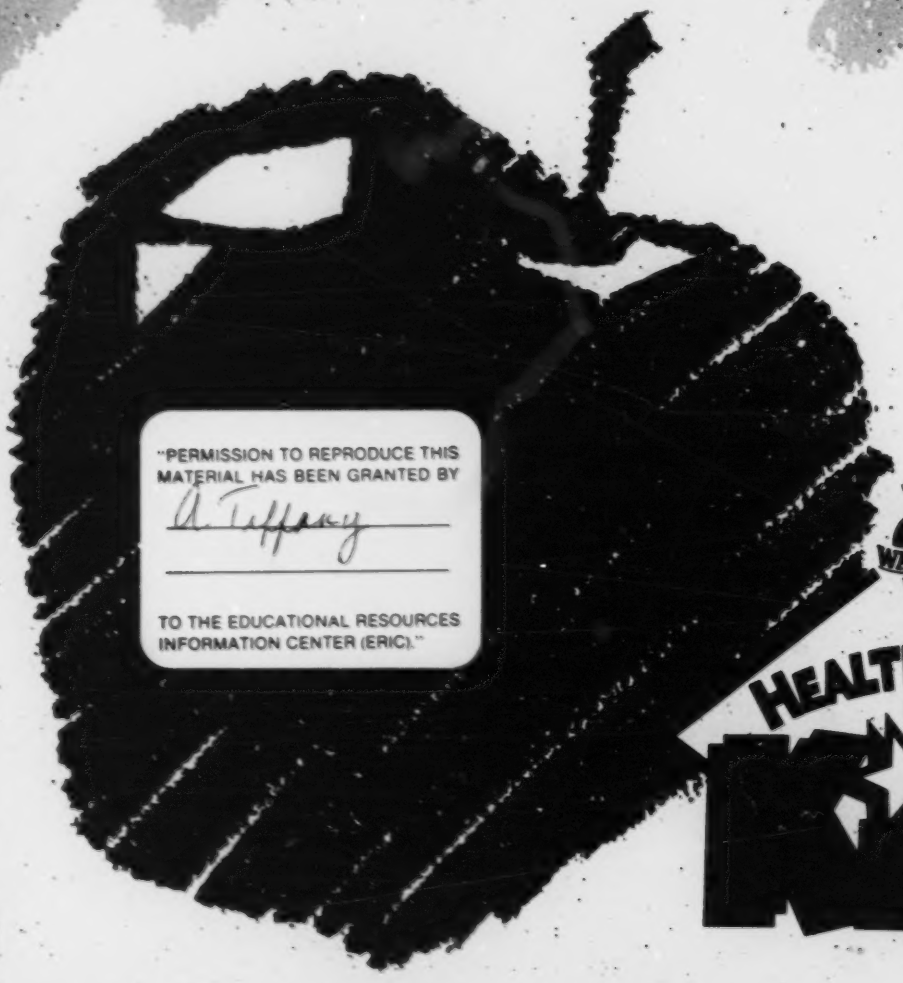
CHAPTER 1
EAT A WIDE VARIETY OF FOODS

Nutrition Education Program based on the 1990 U.S. Dietary Guidelines

Marianne King and Joan Walsh



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WASHINGTON

HEALTHY CHOICES FOR KIDS

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Overview of U.S. Dietary Guideline #1: "Eat a Wide Variety of Foods" Level Units

Level	Unit Organizer	Teacher Materials	Student Materials
1	Through stories and songs, children learn the benefits of eating a variety from the Five Food Groups.	- "What's To Eat?" Story - Level 1 Parent Letter and Parent Tip Sheet - Food Fan Poster - Unit Teaching Plan	Two Work Sheets: - Hand - Family Favorites Two Songs: - Five Food Groups - I Make Healthy Choices
2	Children get the opportunity to reinforce the key ideas of the first level unit and apply what they learn by building a **Healthy Eaters' Wall** and inviting guests to tour their creation.	- "What's To Eat?" Story - Level 2 Parent Letter and Parent Tip Sheet - Food Fan Poster - Unit Teaching Plan	Six Work Sheets: - Grain Group - Vegetable Group - Fruit Group - Meat Group - Dairy Group - Variety Song: - Gonna Be Healthy
3	Using games, songs, and other activities, children learn how the Five Food Groups team up to provide the nutrients needed for good health.	- Five Food Stars Figures - Food Alphabet Game - Spinner Master - Club Membership Card - Level 3 Parent Letter and Parent Tip Sheet - Food Fan Poster - Unit Teaching Plan	Three Work Sheets - Fantastic Five Food Stars - Variety - Fantastic Five Fan Club Membership Application Song: - Variety
4	Children learn about Combination Foods and the health benefits of Five Food Group foods by investigating a foreign country.	- Level 4 Parent Letter and Parent Tip Sheet - Food Fan Poster - Unit Teaching Plan	Five Work Sheets - All Mixed Up - Add Your Own - Making Great Combinations - Countries List - Food Immigrants
5	Students learn how the key nutrients contained in foods from the Five Food Groups keep them healthy, then use this knowledge to stage a play.	- Play Script - Level 5 Parent Letter and Parent Tip Sheet - Food Fan Poster - Unit Teaching Plan	Five Work Sheets - Places Good Enough to Eat - The Making of a Nation - Body Map - Special Assignments - Play Script Three Songs: - Five Food Groups - I Make Healthy Choices - Variety

Dear Educator:

By opening this kit, you've taken the first step toward improving the health of America's children. Recent figures show kids need all the help we can offer:

- The proportion of overweight children has increased by 50 percent in the past 20 years.
- Forty percent of children ages 5 to 8 have at least one coronary disease risk factor.

Educators have a major responsibility since kids learn 95 percent of their information on nutrition from school. The growers of Washington state apples have created "Healthy Choices for Kids" to help you. Our goal is to give you tools to teach your students about good nutrition.

"Healthy Choices for Kids" has four chapters based on the U.S. Dietary Guidelines—the first nutrition program to do so!

CHAPTER ONE: "EAT A WIDE VARIETY OF FOODS" (AVAILABLE 1992)

CHAPTER TWO: "CHOOSE A HEALTHY LIFESTYLE" (AVAILABLE 1993)

CHAPTER THREE: "EAT PLENTY OF FRUITS, VEGETABLES, AND GRAINS" (AVAILABLE 1994)

CHAPTER FOUR: "CHOOSE HEALTHY SNACKS" (AVAILABLE 1995)

Each chapter is available for levels one through five. We use the word "level" so that all elementary grade school students can use the program—it's up to you to decide which level is most appropriate.

Each level is its own special unit—complete with activities and work sheets—that introduces the Dietary Guidelines in developmentally appropriate ways. Lesson plans can be used as is or adapted. This symbol (TEACHER NOTE) offers ideas on how to expand the program. Content also supports subjects such as science, health, social studies, and language arts. The chart on the left shows unit organizers, as well as teacher and student materials for each level.

Healthy eating can be taught in school, but habits are formed at home. So each level contains pieces for students to take home.

The "Healthy Choices for Kids" program is part of an overall health program called "Healthy Choices for America." All programs are dependent on funds provided by the growers of Washington state apples. To keep the "Healthy Choices for Kids" program running, we must show that our materials are being used. ***Please complete the reply card in the back of this kit.*** Let's keep this program going!

Sincerely,

Vicky Scharlau

Vicky Scharlau
Vice President, Washington Apple Commission

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GETTING STARTED

OBJECTIVES

- ***Introduce the Five Food Groups***
- ***Introduce Guideline #1: Eat a Wide Variety of Foods***

TEACHER NOTE *Young children get into favorite food ruts. In order to get the nutrients needed for good health, it is important to encourage young children to try new foods. Take advantage of every opportunity to reinforce the importance of tasting different foods as you teach the unit.*

TEACHER MATERIALS . . . Found in your packet:

- Food Fan Poster
- "What's To Eat?" Story
- Two Work Sheet Masters:
  - "Five Food Groups" Song
  - "I Make Healthy Choices" Song
- Two Work Sheet Masters:
  - Hand
  - Family Favorites
- Support Materials:
  - **Overview of Guideline #1 Level Units**
  - **Table of Contents**
  - **Getting Started**
  - Parent Letter
  - Parent Tip Sheet
  - **User Evaluation**

TEACHER MATERIALS . . . To obtain:

- Magazines with food pictures
- Food fliers produced by supermarkets
- "What's To Eat?" Story **Foods** (Bran Muffin, Mixed Vegetable Salad, Kiwi, Nuts, Apple-Cinnamon Yogurt, Tacos)
- Napkins or baking cups or toothpicks
- Plastic spoons

STUDENT MATERIALS . . . To obtain:

- Pencils, crayons, or markers
- Scissors
- Paste or glue
- Napkins or baking cups or toothpicks
- Plastic spoons

STARTING THE UNIT

- Read entire unit.
- Obtain necessary materials.
- Determine which **Optional Activities** you want to work into the unit.
- Start collecting pictures of foods, especially those mentioned in the "What's To Eat?" Story. Ask parents to help. Magazines and weekly food fliers from supermarkets are a good source.
- Practice the "Five Food Groups" Song. (This song is sung to the tune of **"Twinkle, Twinkle Little Star."**) Identify chalkboard space for printing (or wall space for posting) the words to the "Five Good Groups" Song. Or, make a copy of the song for each student.
- Practice the "I Make Healthy Choices" Song. (This song is sung to the tune **"I'm A Little Teapot."**) Identify chalkboard for printing (or wall space for posting) the words to the "I Make Healthy Choices" Song on the chalkboard. Or, make a copy of the song for each student.

SUPPORT ACTIVITIES

FOOD GROUP TREATS

As you teach the children about the different food groups, bring in the same food that Granny Smith prepares for Red Delicious for the children to taste. (Bran muffin, mixed vegetable salad, kiwi, nuts, apple-cinnamon yogurt, tacos.) You need enough of the foods for each student to have a little taste. Ask parents and/or the school foodservice manager to help you obtain the foods.

FOOD GALLERY

Use the pictures of foods you collected to create a gallery of food pictures. Add to the food exhibit by "hanging" more food pictures as you introduce each new food group section of the "What's To Eat?" Story.

GRAIN GROUP

TO DO AHEAD

- Read the Grain Group section of the **"What's To Eat?" Story** to become familiar with the content.
- Practice singing the Grain Group stanza of the **"Five Food Groups" Song.** (The words for the song are found in a box on page 5.)
- Print the Grain Group stanza of the **"Five Food Groups" Song** on the chalkboard. (Or make a copy of the song for each student.)
- Make a copy of the **Hand Work Sheet** for each student.
- Make a copy of the **Parent Tip Sheet** for each student.
- Duplicate the **Parent Letter** Master. Sign and date the duplicate. Make enough copies to attach to the **Parent Tip Sheet.**
- Set up a **Food Gallery** of Grain Group foods.
- Obtain enough bran muffins to give each child a little taste. Break the muffins into little pieces. Put the pieces in baking cups or on napkins.

1. Say to the class:
   - Today, I'm going to read you a story called **"What's To Eat?"**
   - The story is about Granny Smith and her grandson Red Delicious. Granny's going to teach us about all the many different kinds of good foods there are to eat.

2. Read the following as dramatically as possible.

"WHAT'S TO EAT?" STORY

GRAIN GROUP SECTION

Part one of six

Little Red Delicious went to his grandmother's house for a snack every day after school. And every day, when Granny Smith met him at the door, Red said, "I'm starving! What's to eat?"

Now, Granny Smith loved her grandson very much. She wanted Red to learn to eat a wide variety of foods so he would grow up tall and strong, be healthy, and have lots of energy for school and play.

So Granny said, "We're going to do something different this week."

When Red sat down at Granny's kitchen table, he saw something on his plate that looked like a big, dark cupcake. "What is this, Granny?" Red asked. Granny said, "It's a bran muffin from the Grain Group."

Red had heard of bran muffins before, but he had never tried one. "Granny, what's the Grain Group?" Red asked.

Granny explained, "The Grain Group is a bunch of foods that are related. That bran muffin you're munching on has all kinds of relatives including tortillas; breads, like white bread, whole wheat bread, rye bread, and pumpernickel; and all sorts of crackers, rolls, bagels, and biscuits."

"Wow!" said Red as he took a closer look at his muffin.

Granny told Red how the Grain Group also has rice, barley, oatmeal, and all the other hot and cold cereals, including corn flakes, puffed rice, shredded wheat, cream-of-wheat, and grits.

"And finally," Granny said, "all the pastas, like spaghetti, macaroni, and egg and lasagna noodles are in the Grain Group too."

Red asked Granny, "How can all those different foods you named be related? They don't even look alike."

"Well," said Granny, "maybe my friend Melba Toast can help explain."

Just then a big piece of bread walked into the kitchen. She had two hands, two legs, and a very friendly face.

"Hi Red! I'm Melba Toast. I belong to the Grain Group so I'll help you understand why all of us Grain Group foods are related."

By this time, Red was speechless. He had never seen a talking piece of toast before.

"Well," said Melba, "if you had X-ray vision, you could look inside me and all other Grain Group foods and see the same kinds of nutrients. That's why we're all related."

"What are nutrients?" Red asked.

Melba answered, "Nutrients are the 'good things' in foods that help you grow up tall and strong. They also give you energy for school and play."

By this time, Red had finished eating the bran muffin. He said to Melba, "Boy, I liked that muffin. From now on, I'm going to eat all the different kinds of Grain Group foods."

Melba exclaimed, "That's important, but that's not healthy eating."

Melba explained that healthy eating meant trying a wide variety of foods, from the Five Food Groups, every day.

"Five Food Groups! There are Five Food Groups? Incredible!" said Red.

Granny said "That's right." She then took Red's right hand. As she folded down his thumb, she said, "Today is Monday and

you just learned about some delicious Grain Group foods. Each day, for the rest of the week, I'll tell you about another food group."

"Now say good-bye to Melba while I teach you a song about the Grain Group."

GRAIN GROUP SONG

(Sung to the tune of **"Twinkle, Twinkle Little Star"**)

Grain Group foods for you and me
They give lots of energy
Oatmeal, bagels, and corn flakes
Crackers, biscuits, and pancakes
Breads and rice and noodles too
Tortillas are fun to chew

Grain Group foods for you and me
They will help us be healthy

3. Tell the class you're going to show them some pictures of Grain Group foods. Using the **Food Fan Poster**, point to the Grain Group section. Call on different children to name the foods pictured for the Grain Group. Ask:
   - Are these the only Grain Group foods you know about?
     (No.)
   - Call on children to name other foods from the Grain Group.

4. Explain that the foods pictured on the **Food Fan Poster** are only samples of the wide variety of Grain Group foods there are to eat. (Reread the section in the story where Granny sings about the Grain Group foods.) Point out the Grain Group foods you featured in the **Food Gallery**. Give the children an opportunity to look at the pictures.

5. Distribute the **Hand Work Sheets**. Have each student print the words "Grain Group" alongside the thumb. Then, have the students write (or draw) their favorite Grain Group food in the thumb on their **Hand Work Sheets**.

6. Call on different children to tell about the Grain Group food they picked. Collect the work sheets.

7. Point to the words from the Grain Group stanza printed on the chalkboard. Have the class read the words out loud with you. Teach the class the Grain Group stanza from the **"Five Food Groups" Song**. Use the song to review the foods in the Grain Group.

8. Distribute the **Parent Letter** and **Parent Tip Sheet**. End the session by letting the students taste the bran muffins. Be sure to compliment the children who are tasting bran muffins for the first time. Point out that giving new foods a try is the way to become a healthy eater.

LESSON PLAN

VEGETABLE GROUP

TO DO AHEAD

- Read the Vegetable Group section of the **"What's To Eat?" Story** to become familiar with the content.
- Practice singing the Vegetable Group stanza of the **"Five Food Groups" Song**. (The words for the song are found in a box on page 6.)
- Print the Vegetable Group stanza of the **"Five Food Groups" Song** on the chalkboard.
- Add Vegetable Group foods to the **Food Gallery**.
- Obtain some of the vegetables mentioned in the story to give each child a little taste. Slice the vegetables into little pieces. Put the pieces in baking cups, or on napkins or toothpicks.

1. Begin the session by having the class sing the Grain Group stanza. Review the story. Say to the class:
   - Today, I'm going to read to you about a second Food Group.

2. Read the following to the class as dramatically as possible.

"WHAT'S TO EAT?" STORY

VEGETABLE GROUP SECTION

Part two of six

Red Delicious ran over to his Granny's house after school. "What's to eat? I'm starving!" he shouted as he rushed through the door.

"Yesterday, we met Melba Toast," Granny said as she folded down Red's thumb, "We learned about Grain Group

foods." She took Red's pointer finger, gave it a little squeeze and said, "Today, I've got another surprise for you."

When Red sat down at Granny's kitchen table, he saw a small bowl that looked as if it was filled with salad. But this salad had foods in it he had never seen before. "What is this, Granny?" Red asked. Granny said, "It's a salad made with foods from the Vegetable Group."

Red stuck his fork into the salad and pulled out something to show Granny Smith. "What's this vegetable, Granny? It really looks strange. I don't think I'll eat it."

Granny said "If you really want to be healthy, always give new foods a try."

Granny told Red the strange-looking vegetable was a slice of a white radish. Red had not known there was such a thing as a white radish. "Is it good?" he asked her.

"Well, I like white radishes," said Granny Smith. "But the best way to find out if you like white radishes is to taste them yourself."

While he was chewing on the slice of white radish, Red stuck his fork into another vegetable. "What's this one, Granny?" asked Red.

"That looks like celery," Granny said.

Just then another friend of Granny's came into the kitchen. The tall figure shaped like a stalk of celery with green leaves for hair, said, "Hi Red! I'm Celery Stalk. I belong to the Vegetable Food Group."

With wide eyes and an open mouth, Red stared up at the strange creature.

Granny said, "Celery, tell Red more about the Vegetable Group."

Well, like Melba Toast and the Grain Group, the Vegetable Group foods are full of nutrients. But, we have our own different kinds of nutrients."

Red said, "I really liked this salad, Celery. It was fun tasting all those different kinds of vegetables."

He held up his pointer finger and said, "From now on I'm going to be sure to eat lots of foods from the Vegetable Group." Red thought for a moment and quickly stuck up his thumb and said, "And from the Grain Group too."

"Hey," said Red as he looked at his hand, "I've got three more food groups to taste. What are we going to have tomorrow?"

"That's a surprise," said Granny Smith. "Now say good-bye to Celery and I'll teach you a song about the Vegetable Group."

VEGETABLE GROUP SONG

(Sung to the tune of **"Twinkle, Twinkle Little Star"**)

Lots of vegetables to eat
Each kind is a special treat
Carrots, mushrooms, potatoes
Lettuce, corn, peas, tomatoes
Collard greens and broccoli
Such a wide variety

Vegetables for you and me
They will help us be healthy

3. Tell the class you're going to show them some pictures of Vegetable Group foods. Using the **Food Fan Poster**, point to the Vegetable Group section. Call on different children to name the foods pictured for the Vegetable Group. Ask:
   - Are these the only Vegetable Group foods you know about?
     (No.)
   - Call on children to name other foods from the Vegetable Group.

4. Explain that the foods pictured on the **Food Fan Poster** are only a sample of the wide variety of Vegetable Group foods there are to eat. (Reread the section in the story where Granny sings about the foods in the Vegetable Group.) Point out the Vegetable Group foods you featured in the **Food Gallery**. Give the children an opportunity to look at the pictures.

5. Return the **Hand Work Sheets**. Have each student print the words "Vegetable Group" alongside the pointer (second) finger. Then, have the students write (or draw) their favorite Vegetable Group food in the pointer (second) finger on their **Hand Work Sheets**.

6. Call on different children to tell about the Vegetable Group food each picked. Collect the work sheets.

7. Point to the words from the Vegetable Group stanza that you printed on the chalkboard. Have the class read the words out loud with you. Teach the class the Vegetable Group stanza from the **"Five Food Groups" Song**. Use the song to review the foods in the Vegetable Group.

8. End the session by letting the students taste the vegetables. Be sure to compliment the children who are tasting the vegetables for the first time. Point out that giving new foods a try is the way to become a healthy eater.

FRUIT GROUP

TO DO AHEAD

- Read the Fruit Group section of the **"What's To Eat?" Story** to become familiar with the content.
- Practice singing the Fruit Group stanza of the **"Five Food Groups" Song**. (The words for the song are found in a box at the bottom of this page.)
- Print the Fruit Group stanza of the **"Five Food Groups" Song** on the chalkboard.
- Add Fruit Group foods to the **Food Gallery**.
- Obtain kiwi, or some other exotic fruit, to give each child a little taste. Slice the fruits. Put the pieces in baking cups, or on napkins or toothpicks.

1. Begin the session by having the class sing the Grain Group and the Vegetable Group stanzas. Use the **Food Fan Poster** to quickly review the Grain and Vegetable Groups. Say to the class:
   - Today, I'm going to read to you about a third Food Group.

2. Read the following to the class as dramatically as possible.

"WHAT'S TO EAT?" STORY

FRUIT GROUP SECTION

Part three of six

"What's to eat?" Red asked Granny Smith as he came through the door. "Well, go into the kitchen and see the snack I made for you today," Granny said.

When Red sat down at the kitchen table, he saw a small plate with thin, round green slices on it. The green slices were a little larger than slices of banana.

"Now this really looks strange! What is it, Granny?" Red asked. Granny said, "It's from the Fruit Group. Can you guess what it is?"

Red figured that since there was a Vegetable Group there probably was a Fruit Group too. He told Granny Smith he liked fruit, but he had never seen a fruit that looked like this before.

"Why don't you try some?" Granny asked. Red picked up one of the slices with his fork. He looked at it very closely, on both sides. Red saw tiny, dark round seeds in a circle inside the mysterious fruit. He told Granny it looked a lot like a banana slice, but green.

"Is it from a green banana?" he asked her. Granny said, "No, but that's a very good guess."

Red took a bite of the fruit. Then he looked at it closely again. It was very, very, very green. "Is it a lime?" he asked. "No," Granny said, "but that's a good guess too."

Then Granny told Red how she first had peeled off the light brown and sort of hairy skin of the fruit before she had sliced it. "I know, I know, it's a coconut!" said Red. "No," Granny said, "it's not a coconut."

Then Red told her he was all out of guesses. Granny Smith said, "Then you need some help from my friend, Ginger Gold."

Before Red could blink an eye, in walked a very pretty apple. She had high heels, wore evening gloves, and spoke with a Southern drawl.

"Hi Red," said Ginger. "I'm an apple and only one example of the many kinds of foods from the Fruit Group. Can you name some others?"

Though he was still surprised, by this time Red was getting used to Granny's strange friends.

He answered Ginger, "There are apples, pears, oranges, grapefruit, peaches, plums, bananas, pineapples, grapes, cherries, strawberries, blueberries, raspberries, watermelon, cantaloupe . . . that's all I can think of," he said.

"That's a lot," said Ginger. She asked Red if he had ever heard of a kiwi before.

Granny then reached into her apron and pulled out an unpeeled kiwi. The kiwi looked like a small, hairy brown ball.

"Amazing," said Red. "How can anything that looks so very strange taste so very good? I'm glad I'm learning to give new foods a try."

Ginger said she liked kiwi too. She told him how kiwi and all the other fruits in the Fruit Group had their own special nutrients that were good for him. "Do you remember what nutrients are?" she asked.

"I think I do," said Red. "Nutrients are the 'good things' inside foods that help me grow up tall and strong, be healthy, and have lots of energy for school and play."

Red took a bite of the kiwi, smiled, and listened while Granny and Ginger sang about the Fruit Group.

FRUIT GROUP SONG

(Sung to the tune of **"Twinkle, Twinkle Little Star"**)

Apples, grapefruit, peaches too
All these fruits are good for you
Pears, bananas, and strawberries
Watermelon, grapes, and cherries
Many types of fruits you see
Such a wide variety

Fruit Group foods for you and me
They will help us be healthy

3. Tell the class you're going to show them some pictures of Fruit Group foods. Using the **Food Fan Poster**, point to the Fruit Group section. Call on different children to name the foods pictured for the Fruit Group. Ask:
   - Are these the only Fruit Group foods you know about?
     (No.)
   - Call on children to name other foods from the Fruit Group.

4. Explain that the foods pictured on the **Food Fan Poster** are only a sample of the wide variety of Fruit Group foods there are to eat. Reread the section in the story where Granny sings about the foods in the Fruit Group. Point out the Fruit Group foods you featured in the **Food Gallery**. Give the children an opportunity to look at the pictures.

5. Return the **Hand Work Sheets**. Have each student print the words "Fruit Group" alongside the third finger. Then, have the students write (or draw) their favorite Fruit Group food in the third finger on their **Hand Work Sheets**.

6. Call on different children to tell about the Fruit Group food they picked. Collect the work sheets.

7. Point to the words from the Fruit Group stanza printed on the chalkboard. Have the class read the words out loud with you. Teach the class the Fruit Group stanza from the **"Five Food Groups" Song**. Use the song to review the foods in the Fruit Group.

8. End the session by letting the students taste the kiwi. Be sure to compliment the children who are tasting kiwi for the first time. Point out that giving new foods a try is the way to become a healthy eater.

MEAT GROUP

TO DO AHEAD

- Read the Meat Group section of the **"What's To Eat?" Story** to become familiar with the content.
- Practice singing the Meat Group stanza of the **"Five Food Groups" Song**. (The words for the song are found in a box on page 9.)
- Print the Meat Group stanza of the **"Five Food Groups" Song** on the chalkboard.
- Add Meat Group foods to the **Food Gallery**.
- Bring peanuts or other atypical Meat Group food members to give each child a little taste. Slice the Meat Group foods, if necessary. Put on napkins or toothpicks.

1. Begin the session by singing the Grain, Vegetable, and Fruit Group stanzas. Use the **Food Fan Poster** to quickly review these groups. Say to the class:
   - Today, I'm going to read to you about the fourth Food Group.

2. Read the following to the class as dramatically as possible.

"WHAT'S TO EAT?" STORY

MEAT GROUP SECTION

Part four of six

"What's to eat?" Red Delicious asked Granny Smith. "Well, go on into the kitchen," Granny said.

When Red sat down at the kitchen table all he saw was a bowl with some peanuts in it. He took five or six peanuts from the bowl and started eating them. When Granny, smiling and humming "Twinkle, Twinkle Little Star," came into the kitchen, Red asked, "What snack are you going to make today?"

Granny said, "Oh, I made your snack already. I thought I'd let you guess what it is. It's from the Meat Group." Red had not known there was a Meat Group, but he was not surprised.

He asked Granny if she would give him some hints. Instead, she thought she'd introduce her friend Chuck Steak.

With a big bang, a large piece of steak walked through the kitchen door. He had a big nose and a friendly smile. In a low, gruff voice, Chuck said, "Hi Red! My name is Chuck Steak and Granny asked that I help you learn foods from the Meat Group."

Red said to Chuck that he knew some foods from the Meat Group. He named hamburgers and hot dogs, and pork chops and lamb chops.

"That's a good start, but what about fish?" Chuck asked.

"That's not meat, is it Chuck?" Red asked as he helped himself to some more peanuts.

Chuck said, "Fish and meats are related. They have the same kinds of nutrients. That's why fish is in the Meat Group — the same as me."

So Red added catfish, and perch, and tuna, and salmon, and whitefish, and trout, and flounder to his list of Meat Group foods. But none of them sounded like after-school snacks to him.

Then Chuck asked him about shrimp. "Are they in the Meat Group, too?" Red asked. Chuck said seafood was in the Meat

Group, too. So Red added shrimp, and lobster, and crab, and clams to his list of Meat Group foods. But none of them sounded like after-school snacks to him either.

"What about chicken?" Chuck asked. Red had almost forgotten about chicken. So he added chicken, and then turkey, and then duck to his list of Meat Group foods.

He really liked the peanuts, so he took another handful and started eating them.

Then Chuck asked Red about eggs. "You're kidding! Eggs, too?" he asked. Chuck said eggs were in the Meat Group too because they had the same kinds of nutrients the other Meat Group foods had.

"What about beans?" Chuck asked. "They're in the Meat Group, too."

"Are you sure?" Red said. "I thought beans were in the Vegetable Group."

"No, beans, and split peas, and lentils, and soybeans have the same kinds of nutrients as all the other foods in the Meat Group. That's why they're in the Meat Group," Chuck said.

"What about peanuts, Chuck, are they in the Meat Group too?" Red asked, taking another handful. "Yes, they are, Red, and peanut butter, too. I think peanuts make a pretty good snack, don't you?" Chuck said.

Chuck and Granny started to giggle. "You tricked me! My Meat Group snack was right here in front of me all the time," Red said.

"Today was an easy snack day for me," said Granny. "Since we don't have much to clean up, Chuck and I will teach you to sing the Meat Group song."

MEAT GROUP SONG

(Sung to the tune of **"Twinkle, Twinkle Little Star"**)

Meat Group foods are fun to try
Lots of different kinds to buy
Roast beef, hot dogs, leg-of-lamb
Chicken, tofu, eggs, and ham
Legumes, oysters, nuts, and fishes
Meat Group foods make tasty dishes

Meat Group foods for you and me
They will help us be healthy

3. Tell the class you're going to show them some pictures of Meat Group foods. Using the **Food Fan Poster**, point to the Meat Group section. Call on different children to name the foods pictured for the Meat Group. Ask:
   - Are these the only Meat Group foods you know about?
     (No.)
   - Call on children to name other foods from the Meat Group.

4. Explain that the foods pictured on the **Food Fan Poster** are only a sample of the wide variety of Meat Group foods there are to eat. Reread the section in the story where Granny sings about the foods in the Meat Group. Point out the Meat Group foods you featured in the **Food Gallery**. Give the children an opportunity to look at the pictures.

5. Return the **Hand Work Sheets**. Have each student print the words "Meat Group" alongside the fourth (ring) finger. Then, have the students write (or draw) their favorite Meat Group food in the fourth (ring) finger on their **Hand Work Sheets**.

6. Call on different children to tell about the Meat Group food each picked. Collect the work sheets.

7. Point to the words from the Meat Group stanza printed on the chalkboard. Have the class read the words out loud with you. Teach the class the Meat Group stanza from the **"Five Food Groups" Song**. Use the song to review the foods in the Meat Group.

8. End the session by letting the students taste the peanuts. Be sure to compliment the children who are tasting peanuts for the first time. Point out that giving new foods a try is the way to become a healthy eater.

DAIRY GROUP

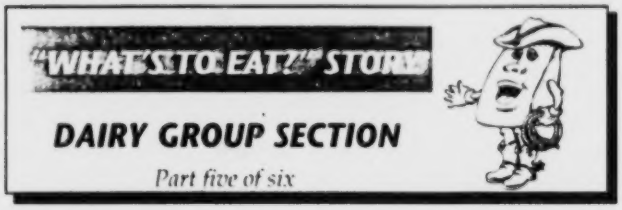
TO DO AHEAD

- Read the Dairy Group section of the **"What's To Eat?" Story** to become familiar with the content.
- Practice singing the Dairy Group stanza of the **"Five Food Groups" Song**. (The words for the song are found in a box on page 10.)
- Print the Dairy Group stanza of the **"Five Food Groups" Song** on the chalkboard.
- Add Dairy Group foods to the **Food Gallery**.
- Obtain a container of yogurt to give each child a little taste. Bring a plastic spoon for each child. Or, ask the school foodservice manager to give you spoons to use.

1. Begin the session by singing the Grain, Vegetable, Fruit, and Meat Group stanzas. Use the **Food Fan Poster** to quickly review these groups. Say to the class:

   Today, I'm going to read to you about the fifth Food Group.
   What do you think this group is?
   Look at your hands. What finger is left?
   (Baby finger. Give clues, like "What do babies drink?" to help the students guess the remaining food group.)

2. Read the following to the class as dramatically as possible.



Red Delicious looked at his hand and wiggled his little finger. He knew that today he would find out about the last food group, so he couldn't wait to get to Granny Smith's house. "What's to eat?" he asked as soon as Granny opened the door.

"Well, go into the kitchen," Granny said. When Red sat down at the kitchen table, there in front of him was a cup of apple-cinnamon yogurt.

He pulled off the top of the container and took a big spoonful. Red really liked apple-cinnamon yogurt. Then he said to Granny, "So what food group are we going to talk about today?"

"Well," said Granny, "with the help of Melba Toast we learned about the Grain Group, Celery Stalk told us about the Vegetable Group, Ginger Gold explained the Fruit Group, and Chuck Steak helped us name foods from the Meat Group. What food group do you think is left?"

Red took another big spoonful of the yogurt. He was about to put it into his mouth, when he stopped, took a good look at the spoon, and asked, "What food group is apple-cinnamon yogurt in?"

"It's called the Dairy Group," said Granny. "All foods that are made from milk are in the Dairy Group," explained Granny.

Then, without even an introduction, in walked a big slice of cheese. He wore cowboy boots and a cowboy hat.

"Howdy partners!" said the wedge of cheese. "I'm Monterey Jack Cheese and I want to tell you all about the Dairy Group."

Monterey asked Red if he could name some other foods that were in the Dairy Group. Red said strawberry yogurt, and banana yogurt, and peach yogurt, and all the other yogurts.

Then he said milk, and chocolate milk, and skim milk.

Then Monterey asked him about ice cream. "Ice cream is in the Dairy Group? Great!" said Red. And he started to name every single flavor of ice cream he could think of.

When Red stopped to catch his breath, Monterey added, "Butter, sour cream, whipped cream, and pudding are Dairy Group foods, too."

Red put his arms around Granny and said, "Thank you for introducing me to all your friends and making the Five Food Group snacks for me. I like learning about different foods."

"Well," replied Granny, "I've got one last surprise for you. Since tomorrow's Saturday, I've invited you and all our new friends to a very special lunch."

"Now finish eating your apple-cinnamon yogurt, so I can teach you a song about the Dairy Group."

DAIRY GROUP SONG

(Sung to the tune of **"Twinkle, Twinkle Little Star"**)

Dairy foods give nourishment
Milk's their main ingredient
Ice cream, yogurt, cottage cheese
Lots of flavors bound to please
Butter, pudding, and cocoa
Dairy foods will help you grow

Dairy Group foods for you and me
They will help us be healthy

3. Tell the class you're going to show them some pictures of Dairy Group foods. Using the **Food Fan Poster**, point to the Dairy Group section. Call on different children to name the foods pictured for the Dairy Group. Ask:
   - Are these the only Dairy Group foods you know about?
     (No.)
   - Call on children to name other foods from the Dairy Group.

4. Explain that the foods pictured on the **Food Fan Poster** are only a sample of the wide variety of Dairy Group foods there are to eat. (Reread the section in the story where Granny sings about the foods in the Dairy Group.) Point out the Dairy Group foods you featured in the **Food Gallery**. Give the children an opportunity to look at the pictures.

5. Return the **Hand Work Sheets**. Have the students print the words "Dairy Group" alongside the fifth (baby) finger. Then, have the students write (or draw) their favorite Dairy Group food in the fifth (baby) finger on their **Hand Work Sheets**.

6. Call on different children to tell about the Dairy Group food each picked. Collect the work sheets.

7. Point to the words from the Dairy Group stanza printed on the chalkboard. Have the class read the words out loud with you. Teach the class the Dairy Group stanza from the **"Five Food Groups" Song**. Use the song to review the foods in the Dairy Group.

8. End the session by letting the students taste the yogurt. Be sure to compliment the children who are tasting yogurt for the first time. Point out that giving new foods a try is the way to become a healthy eater.

COMBINATION FOODS

TO DO AHEAD

- Read the Combination section of the **"What's To Eat?" Story** to become familiar with the content.
- Practice singing the last stanza of the **"Five Food Groups" Song**. (The words to the song are found in a box on page 12.)
- Check to ensure the words to the entire **"Five Food Groups" Song** are still on the chalkboard, if you didn't make copies of the song for each student.
- Try to schedule this part of the unit to coincide with a day that tacos are being served in the school cafeteria. Most school lunch menus are planned in advance. Ask the school foodservice manager to make mini-tacos for the class. If you don't have a lunchroom, arrange for parent volunteers to make the tacos.

1. Begin the session by reviewing the story and having the class sing the Grain, Vegetable, Fruit, Meat, and Dairy Group stanzas. Use the **Food Fan Poster** to quickly review these groups. Say to the class:
   - Today, I'm going to read you the last part of the story.

2. Read the following to the class as dramatically as possible.

"WHAT'S TO EAT?" STORY

COMBINATION GROUP SECTION

Part six of six

Red walked into the kitchen and he saw all of his newly-found friends—the big slice of bread, Melba Toast; the tall stalk of celery, Celery Stalk; the fancy-looking apple, Ginger Gold; the large piece of meat, Chuck Steak; and, the wedge of cheese wearing cowboy boots — Monterey Jack Cheese.

They all said, "Hi Red. Granny invited us to lunch to help you review the five food groups."

Red was delighted. He pulled up a chair to the kitchen counter so he could see what Granny was doing.

Granny started by asking Melba Toast for the first ingredient. "What have you brought to the party, Melba?"

"Well Granny," said Melba, "as you know, I belong to the Grain Group. So, I've brought another food from the Grain Group, a taco shell."

Melba handed the taco shell to Granny.

Next, Chuck Steak came forward and said in his low, grumbling voice, "Remember, I belong to the Meat Group. I've brought some cooked hamburger for our special lunch."

Granny spooned the hamburger into the taco shell.

Granny asked Red what else he would like on his taco. Red said, "Well, some lettuce and tomatoes would be good."

Celery Stalk came forward. "Red, as you know I am from the Vegetable Group. Lettuce and tomatoes are what I brought for lunch."

Granny put the shredded lettuce and cut tomatoes into the taco shell.

Finally, Monterey Jack Cheese pushed forward and said, "Partners, I have just what you need to top off that taco. Can you guess what it is?"

Red answered with a smile, "Well, Monterey, you are from the Dairy Group. Cheese is a Dairy Group food and also tastes great on tacos."

"You are darn right, Red," answered Monterey.

Granny took some of the shredded cheese and put it into the taco shell."

"Now what should we have to drink with our tacos?" Granny asked. Red thought for a moment. Melba Toast brought the taco shell from the Grain Group, Chuck Steak brought the hamburger meat from the Meat Group, the lettuce and tomatoes were from Celery Stalk and the Vegetable Group, and the cheese was from Monterey Jack Cheese and the Dairy Group.

"We're missing Ginger Gold and food from the Fruit Group!" exclaimed Red.

"Thanks for remembering me, Red," said Ginger in her Southern drawl. "I brought some apple juice for us to enjoy."

Granny poured a glass for everyone.

While Granny, Red, Melba, Chuck, Celery, Monterey, and Ginger ate their tacos and drank their juice, Granny said, "This is such a wonderful lunch, I could eat tacos every single day."

"Oh no, no, no, no, no, no!" said Red. That's not healthy eating. Eating the same foods every day is not variety."

"You're a wise apple, Red," said Granny with a big smile. "You just passed my Healthy Eating Test."

"During this week you learned you need to eat a wide variety of foods from each of the Five Food Groups, because each group gives you different nutrients. But do you know why I'm proud as a peacock of you?" asked Granny.

Red shook his head no. Granny gave him a great big hug and said, "Because you gave new foods a try—even when they looked a little strange!"

Granny explained, you can't get the variety of nutrients you need to grow up tall and strong, be healthy, and have energy to work and play, if you aren't willing to give new foods a try.

"Congratulations," said Granny with a twinkle in her eye. "You're a healthy eater. You give new foods a try."

Granny and Red finished drinking their apple juice. And Granny Smith taught Red one last song.

COMBINATION FOOD SONG

(Sung to the tune of **"Twinkle, Twinkle Little Star"**)

Five Food Groups for you and me
Eat a wide variety
Get the energy to play
Stay alert throughout the day
Five Food Groups for you and me
They will help us be healthy

Five Food Groups for you and me
Eat a wide variety

3. Use the story and have the students sort the foods Red ate for lunch into their food groups.

4. Teach the class the last stanza from the **"Five Food Groups" Song**. Have the class sing the entire song.

5. Take children to the lunchroom or let the parents serve the tacos. While the children are tasting the mini-tacos, name the Five Food Group foods they're eating. Be sure to compliment the children who are tasting tacos for the first time. Point out that giving new foods a try is the way to become a healthy eater.

6. End the session by reminding the students that they should be "Healthy Eaters" like Red Delicious.

LESSON PLAN FIVE FOOD GROUPS

TO DO AHEAD

- Make a copy of the **Family Favorites Work Sheet** for each student. Decide if you want the class to do the work sheet at home or in class
- Print the definition for nutrients on the chalkboard:

  NUTRIENTS = "Good Things" Inside Food

1. Begin the session by asking the class:
   - About how big do you think you were when you were born? Use your hands to show me.
   - About how big do you think you'll be when you're 20 years old?
   - What do you do every day that helps you grow? *(Eat foods from the Five Food Groups.)*
   - Let the students talk about why they grow. *(Reinforce food/health-related responses.)*

2. Have the children look at one of their hands. Remind them that just as their hand has five parts, scientists have put the foods that have the nutrients people need into five groups. Point out that just like the hand needs all five fingers to be complete, they need nutrients from each of the Five Food Groups to grow and be healthy.

3. Draw the students' attention to the chalkboard and continue explaining:
   - Five Food Group foods have "good things" inside them called nutrients.
   - Each food group has different kinds of nutrients. This is why you need to eat foods from all Five Food Groups every day.
   - It's the nutrients in the Five Food Group foods that help you grow up tall and strong, be healthy, and have energy for school and play.

4. Hold up your own hand. Lead the class in naming the Five Food Groups. As you name a group, put a finger down using the **"What's To Eat?" Story** associations.
   - (Thumb) - Grain;
   - Second (pointer) finger - Vegetable;
   - Third finger - Fruit;
   - Fourth (ring) finger - Meat;
   - Fifth (baby) finger - Dairy.
   - Use the **Food Fan Poster** to reinforce the concept that each food group has different nutrients which is why the students need to eat foods from all five groups every day.

5. Distribute the **Family Favorites Work Sheet**. Tell the class it's their turn to make a picture for the **Food Gallery**. Have the students complete the work sheet for homework. Explain that the students should ask their parents to help them pick and find pictures of their family's favorite Five Food Group foods to cut and paste onto the work sheet.

6. End the session by having the class sing the entire **"Five Food Groups" Song**.

BEST COPY AVAILABLE

VARIETY

TO DO AHEAD

- Check the **Hand Work Sheets** and add the work sheets to the **Food Gallery**.
- Print the definition for variety on the chalkboard:

  VARIETY = "Different Kinds"

1. Start the session by having the class sing the last stanza of the **"Five Food Groups" Song**.

2. Tell the children:
   - You need to eat a wide variety of foods from the Five Food Groups every day so you can grow up tall and strong, have energy, and be healthy.
   - Everyone — you, me, all your friends, and relatives, every single person on this planet needs to eat a wide variety of foods from the Five Food Groups to be healthy.
   - What do you think the word variety means?

3. Point to the definition of variety printed on the chalkboard and have the class read the definition out loud. Tell the class:
   - We're lucky in America because we have so many different kinds of food choices.
   - Let's take a look at your family's favorite Five Food Group foods.

4. Hold up the **Food Fan Poster** and say:
   - Raise your hand if you have a picture of a Grain Group food.

TEACHER NOTE *If some children did not complete the **Family Favorites Work Sheet**, let them use their **Hand Work Sheets** instead.*

5. Call on children to show the Grain Group pictures they selected. Ask:

   Did every student pick the very same food?
   (No.)

   Do you think this class picked a variety of foods from the Grain Group?
   (Yes.)
   - How do you know?
     (Name different kinds of Grain Group foods.)

6. Follow the same procedures outlined in Steps 4 and 5 for each of the other Food Groups.

7. End the session by having the class sing the entire **"Five Food Groups" Song**.

HEALTHY EATERS

TO DO AHEAD

- Prepare a star, a "Congratulations Seal," or any other kind of stamp of recognition or words of encouragement for each student.
- Practice singing the **"I Make Healthy Choices" Song**.
- Print the words to the **"I Make Healthy Choices" Song** on the chalkboard. Or make a copy of the song for each student.

1. Begin the session by rereading the Combination section of the **"What's To Eat?" Story** (on page 11). Tell the class to listen closely so they can tell you why Granny Smith was as "proud as a peacock."

2. Ask:
   Why was Granny proud of Red?
   (Gave new foods a try.)
   According to Granny Smith what two things does a healthy eater do?
   (1. Eats a wide variety of foods.)
   (2. Gives new foods a try.)

3. Lead a discussion on "Healthy Eating." Draw the students' attention to the **Food Gallery** and ask:
   - Do you eat a wide variety of foods from the Five Food Groups every day?
   - Do you give new foods a try?

4. Hold up the **Food Fan Poster** and say:
   - Remember, you need to eat a wide variety of foods from the Five Food Groups every day.
   - Because the nutrients in foods from the Five Food Groups help you grow up tall and strong, be healthy, and have energy for school and play.

5. Teach the class the **"I Make Healthy Choices" Song**.

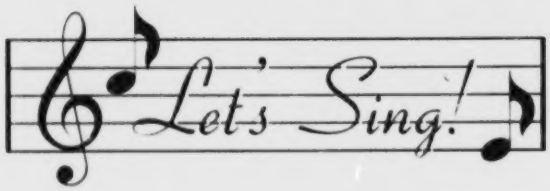
6. Congratulate the students on wanting to be "Healthy Eaters" like Red Delicious.

7. End the session by leading the class in the singing of the **"I Make Healthy Choices" Song**.

TEACHER NOTE

"Healthy Choices for Kids" is totally dependent on funds donated by the growers of Washington state apples. Because this is a grower-funded program, we need to justify costs by showing that our materials are being used. To keep this program going, it's important that you let us know you are using our materials. Do so by returning the reply card at the back of this unit. Send information to:

Washington Apple Commission
Healthy Choices for Kids
P.O. Box 550
Wenatchee, Washington 98807



"Five Food Groups" Song

(Music: "Twinkle, Twinkle Little Star")

GRAIN GROUP

Grain Group foods for you and me
They give lots of energy
Oatmeal, bagels, and cornflakes
Crackers, biscuits, and pancakes
Breads and rice and noodles too
Tortillas are fun to chew

Grain Group foods for you and me
They will help us be healthy

VEGETABLE GROUP

Lots of vegetables to eat
Each kind is a special treat
Carrots, mushrooms, potatoes
Lettuce, corn, peas, tomatoes
Collard greens and broccoli
Such a wide variety

Vegetables for you and me
They will help us be healthy

FRUIT GROUP

Apples, grapefruit, peaches, too
All these fruits are good for you
Pears, bananas, and strawberries
Watermelon, grapes, and cherries
Many types of fruits you see
Such a wide variety

Fruit Group foods for you and me
They will help us be healthy

MEAT GROUP

Meat Group foods are fun to try
Lots of different kinds to buy
Roast beef, hot dogs, leg-of-lamb
Chicken, tofu, eggs, and ham
Legumes, oysters, nuts, and fishes
Meat Group foods make tasty dishes

Meat Group foods for you and me
They will help us be healthy

DAIRY GROUP

Dairy foods give nourishment
Milk's their main ingredient
Ice cream, yogurt, cottage cheese
Lots of flavors bound to please
Butter, pudding, and cocoa
Dairy foods will help you grow

Dairy Group foods for you and me
They will help us be healthy

FIVE FOOD GROUPS

Five Food Groups for you and me,
Eat a wide variety
Get the energy to play
Stay alert throughout the day
Five Food Groups for you and me
They will help us be healthy

Five Food Groups for you and me
Eat a wide variety

"I Make Healthy Choices" Song

(Music: "I'm A Little Teapot")

I make healthy choices
Look at me
Here's my mouth
Here's my tummy

Each day at mealtime
It's quite clear
Only Five Food Group foods
Go in here

Gonna grow up healthy
Watch and see
'Cause I eat
What's good for me

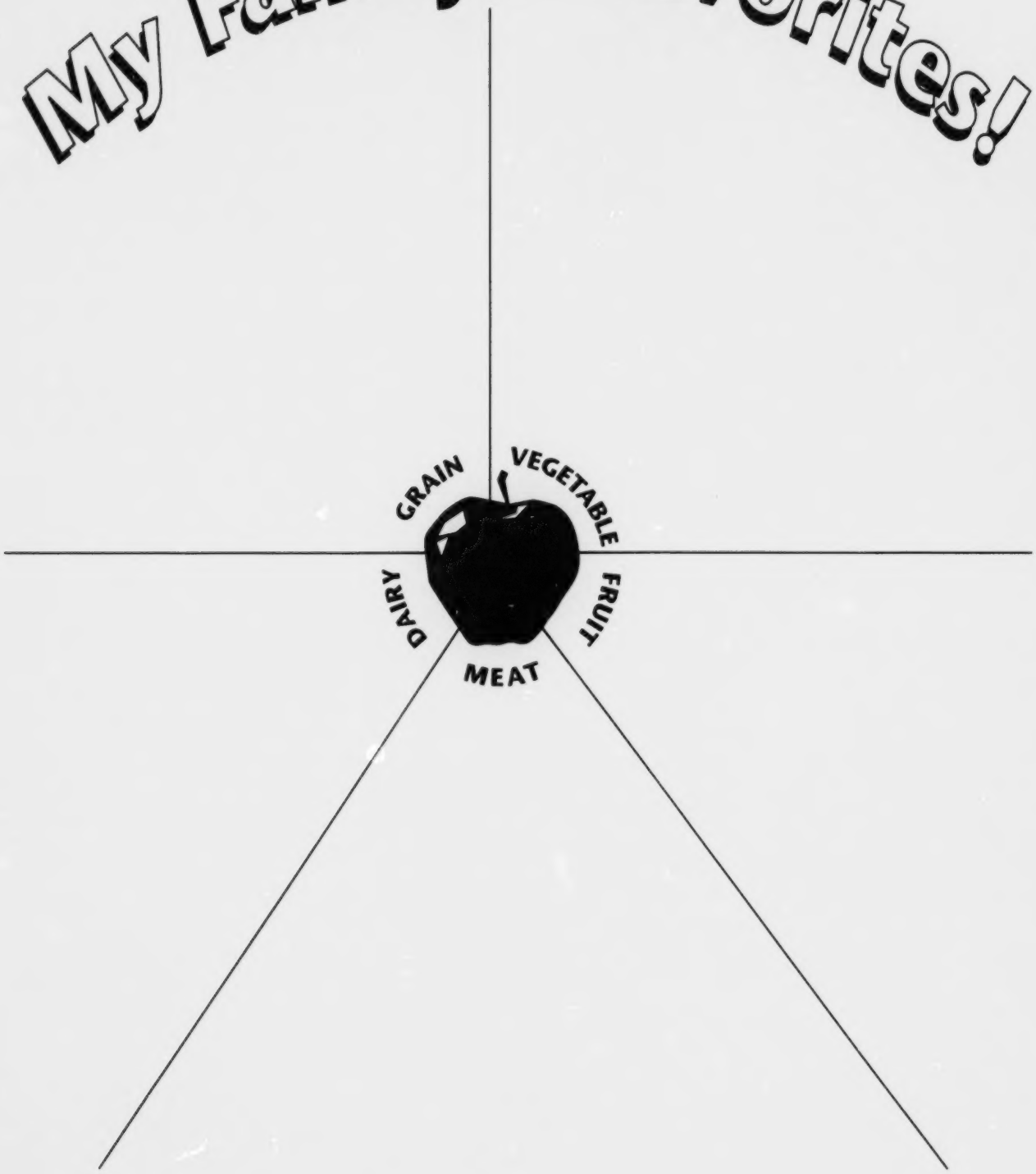
I'm proud as a peacock
'Cause every day
I make healthy choices
The Five Food Group way

WORD BANK

Grain Group • Vegetable Group • Fruit Group
Meat Group • Dairy Group

NAME: _____

My Family's Favorites!



NAME: _____

Directions: Draw or paste pictures of your family's favorite Five Food Group foods.

Healthy Choices For Kids Start At Home

Dear Parent,

Our class is about to start a nutrition education program called **"Healthy Choices for Kids."** This program is based on the new U.S. Dietary Guidelines. We will be learning about **Guideline #1: Eat A Wide Variety of Foods** from the Five Food Groups. We will also be learning why it's important to give new foods a try.

Through stories and songs, children will learn that they need to eat from the Five Food Groups every day to:

1) Be healthy
2) Grow up tall and strong, and
3) Have energy for school and play.

Be sure to ask your child to teach you to sing the **"Five Food Groups" Song** and the **"I Make Healthy Choices" Song**.

We will also be drawing pictures of foods so we can set up a class **Food Gallery**. Expect your child to ask you to help find pictures of your family's favorite Five Food Group foods to place in our **Food Gallery**.

Since some of our activities will involve food tasting, **please let me know** if your child has food allergies or is restricted from eating any foods.

Also, let me know if you'd like to help set up a tasting session, or if you can contribute bran muffins, vegetable salad, kiwis, peanuts, apple-cinnamon yogurt, or tacos for the class to try. I need enough of each of these foods to give each child a little taste.

Since you are the main teacher in your child's life, I've passed along some tips from the growers of Washington state apples on how to include more variety in your child's diet.

Sincerely,

U.S. DIETARY GUIDELINE #1: "EAT A WIDE VARIETY OF FOODS"

Variety means different kinds. Each food group carries nutrients that are not found in large amounts in the other food groups. **Children tend to get into favorite food ruts**. If your child doesn't eat a variety of foods he/she may miss out on nutrients for growth, energy, and health.

The nutrients your child (and you) need are in the Five Food Groups. Every day, try to include these foods:

Food Group:	Servings Per Day	Examples:
Grains	6-11	Rice, pasta, breads, tortillas, cereals, pancakes, crackers, taco shells, pizza crust
Vegetables	3-5	Potatoes, corn, tomato sauce
Fruits	2-4	Apples, strawberries, juices
Dairy	2-3	Milk, yogurt, cheese
Meat	2-3	Beef, pork, chicken, fish, nuts, eggs, beans

Notice the above list does not include any sugar, fat, or foods with oil or gravy. These are **EXTRA FOODS** that add calories (energy) and flavor to our meals, but have little nutritional value. Such foods should be used in small amounts. People who eat these foods **instead of** some of the Five Food Groups may have poor nutrition.

What you can do to increase variety at home:

- Have a rule that everyone has to at least taste new foods. However, if someone doesn't like the food, he/she shouldn't be forced to eat it.
- Offer only one new food at a meal.
- Serve vegetables the way kids prefer them: raw or cooked until just tender.
- Have your child help you select and prepare foods. Kids tend to eat foods they help make.
- Don't serve only your children's favorite foods. Keep them on the menu, but make sure there are other foods to try, too.
- Set a good example with your own eating habits.

NOTES

Help Us Help You . . .

Your comments will help us produce quality nutrition education materials.

1. Have you used the "Healthy Choices for Kids" nutrition education kit with children?
❑ Yes. I used it with children in grade(s) _____. ❑ No ❑ Other use _____

2. Please rate our kit.

	Excellent		Average		Poor		Excellent		Average		Poor
Instructional value	5	4	3	2	1	Quality of activities	5	4	3	2	1
Age-appropriateness of content	5	4	3	2	1	Quality of illustrations	5	4	3	2	1
Fit with grade-level curriculum	5	4	3	2	1	Ease of teacher preparation	5	4	3	2	1
Appeal to children	5	4	3	2	1						

3. Have you loaned or shared the "Healthy Choices for Kids" kit with other teachers? Yes ❑ No ❑

4. Do you plan to use the kit in the future? Yes ❑ No ❑

5. Where is your school located? Rural ❑ Suburban ❑ City/Urban ❑

6. What percentages of ethnic groups are represented by children in your classroom?
_____% African-American _____% American Indian _____% Asian _____% Hispanic _____% Caucasian _____% Other

SPECIAL GIFTS FOR THE TEACHER (Check one or both)
❑ I will send a letter explaining the creative ways I have used the kit. Please send me a special gift.
❑ I am interested in completing a comprehensive evaluation form on the program. Upon completion, you can send me a special gift.

Don't forget to put your full name and address on front of this card.

Help Us Help You . . .

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❑ Yes. I used it with children in grade(s) _____. ❑ No ❑ Other use _____

2. Please rate our kit.

	Excellent		Average		Poor		Excellent		Average		Poor
Instructional value	5	4	3	2	1	Quality of activities	5	4	3	2	1
Age-appropriateness of content	5	4	3	2	1	Quality of illustrations	5	4	3	2	1
Fit with grade-level curriculum	5	4	3	2	1	Ease of teacher preparation	5	4	3	2	1
Appeal to children	5	4	3	2	1						

3. Have you loaned or shared the "Healthy Choices for Kids" kit with other teachers? Yes ❑ No ❑

4. Do you plan to use the kit in the future? Yes ❑ No ❑

5. Where is your school located? Rural ❑ Suburban ❑ City/Urban ❑

6. What percentages of ethnic groups are represented by children in your classroom?
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❑ Yes. I used it with children in grade(s) _____. ❑ No ❑ Other use _____

2. Please rate our kit.

	Excellent		Average		Poor		Excellent		Average		Poor
Instructional value	5	4	3	2	1	Quality of activities	5	4	3	2	1
Age-appropriateness of content	5	4	3	2	1	Quality of illustrations	5	4	3	2	1
Fit with grade-level curriculum	5	4	3	2	1	Ease of teacher preparation	5	4	3	2	1
Appeal to children	5	4	3	2	1						

3. Have you loaned or shared the "Healthy Choices for Kids" kit with other teachers? Yes ❑ No ❑

4. Do you plan to use the kit in the future? Yes ❑ No ❑

5. Where is your school located? Rural ❑ Suburban ❑ City/Urban ❑

6. What percentages of ethnic groups are represented by children in your classroom?
_____% African-American _____% American Indian _____% Asian _____% Hispanic _____% Caucasian _____% Other

SPECIAL GIFTS FOR THE TEACHER (Check one or both)
❑ I will send a letter explaining the creative ways I have used the kit. Please send me a special gift.
❑ I am interested in completing a comprehensive evaluation form on the program. Upon completion, you can send me a special gift.

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Healthy Choices for Kids "EAT A WIDE VARIETY OF FOODS" Nutrition Education Program

Dietary Guidelines for Americans

- **Eat a variety of foods**
- **Maintain healthy weight**
- **Choose a diet low in fat, saturated fat, and cholesterol**
- **Choose a diet with plenty of vegetables, fruits, and grain products**
- **Use sugars only in moderation**
- **Use salt and sodium only in moderation**
- **If you drink alcoholic beverages, do so in moderation**

1990 U.S. Department of Agriculture
1990 U.S. Department of Health and Human Services

About the Authors

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If you'd like to order additional copies of
HEALTHY CHOICES FOR KIDS,
or need more information, please contact:

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P.O. Box 550
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Phone: (509) 663-9600
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HEALTHY CHOICES FOR KIDS is part of the
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HEALTHY CHOICES FOR AMERICA, an umbrella program targeted at improving the health and nutrition of all Americans, is an expansive nutrition education program sponsored by the growers of Washington state apples.

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The best way to recycle is to pass along or photocopy this program for another teacher.

LEVEL 2

CHAPTER 1
EAT A WIDE VARIETY OF FOODS

Nutrition Education Program based on the 1990 U.S. Dietary Guidelines

SP03+306

Provided by the Growers of Washington State Apples

BEST COPY AVAILABLE

Overview of U.S. Dietary Guideline #1: "Eat a Wide Variety of Foods" Level Units

Level	Unit Organizer	Teacher Materials	Student Materials
1	Through stories and songs, children learn the benefits of eating a variety from the Five Food Groups.	- "What's To Eat?" Story - Level 1 Parent Letter and Parent Tip Sheet - Food Fan Poster - Unit Teaching Plan	Two Work Sheets - Hand - Family Favorites Two Songs: - Five Food Groups - I Make Healthy Choices
2	Children get the opportunity to reinforce the key ideas of the first level unit and apply what they learn by building a **Healthy Eaters' Wall** and inviting guests to tour their creation.	- "What's To Eat?" Story - Level 2 Parent Letter and Parent Tip Sheet - Food Fan Poster - Unit Teaching Plan	Six Work Sheets: - Grain Group - Vegetable Group - Fruit Group - Meat Group - Dairy Group - Variety Song: - Gonna Be Healthy
3	Using games, songs, and other activities, children learn how the Five Food Groups team up to provide the nutrients needed for good health.	- Five Food Stars Figures - Food Alphabet Game - Spinner Master - Club Membership Card - Level 3 Parent Letter and Parent Tip Sheet - Food Fan Poster - Unit Teaching Plan	Three Work Sheets - Fantastic Five Food Stars - Variety - Fantastic Five Fan Club Membership Application Song: - Variety
4	Children learn about Combination Foods and the health benefits of Five Food Group foods by investigating a foreign country.	- Level 4 Parent Letter and Parent Tip Sheet - Food Fan Poster - Unit Teaching Plan	Five Work Sheets - All Mixed Up - Add Your Own - Making Great Combinations - Countries List - Food Immigrants
5	Students learn how the key nutrients contained in foods from the Five Food Groups keep them healthy, then use this knowledge to stage a play.	- Play Script - Level 5 Parent Letter and Parent Tip Sheet - Food Fan Poster - Unit Teaching Plan	Five Work Sheets - Places Good Enough to Eat - The Making of a Nation - Body Map - Special Assignments - Play Script Three Songs: - Five Food Groups - I Make Healthy Choices - Variety

Dear Educator:

By opening this kit, you've taken the first step toward improving the health of America's children. Recent figures show kids need all the help we can offer:

- The proportion of overweight children has increased by 50 percent in the past 20 years.
- Forty percent of children ages 5 to 8 have at least one coronary disease risk factor.

Educators have a major responsibility since kids learn 95 percent of their information on nutrition from school. The growers of Washington state apples have created "Healthy Choices for Kids" to help you. Our goal is to give you tools to teach your students about good nutrition.

"Healthy Choices for Kids" has four chapters based on the U.S. Dietary Guidelines—the first nutrition program to do so!

CHAPTER ONE: "EAT A WIDE VARIETY OF FOODS" (AVAILABLE 1992)

CHAPTER TWO: "CHOOSE A HEALTHY LIFESTYLE" (AVAILABLE 1993)

CHAPTER THREE: "EAT PLENTY OF FRUITS, VEGETABLES, AND GRAINS" (AVAILABLE 1994)

CHAPTER FOUR: "CHOOSE HEALTHY SNACKS" (AVAILABLE 1995)

Each chapter is available for levels one through five. We use the word "level" so that all elementary grade school students can use the program—it's up to you to decide which level is most appropriate.

Each level is its own special unit—complete with activities and work sheets—that introduces the Dietary Guidelines in developmentally appropriate ways. Lesson plans can be used as is or adapted. This symbol (TEACHER NOTE) offers ideas on how to expand the program. Content also supports subjects such as science, health, social studies, and language arts. The chart on the left shows unit organizers, as well as teacher and student materials for each level.

Healthy eating can be taught in school, but habits are formed at home. So each level contains pieces for students to take home.

The "Healthy Choices for Kids" program is part of an overall health program called "Healthy Choices for America." All programs are dependent on funds provided by the growers of Washington state apples. To keep the "Healthy Choices for Kids" program running, we must show that our materials are being used. ***Please complete the reply card in the back of this kit.*** Let's keep this program going!

Sincerely,

Vicky Scharlau

Vicky Scharlau
Vice President, Washington Apple Commission

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GETTING STARTED

Objectives

- *Introduce the Five Food Groups*
- *Introduce U.S. Dietary Guideline #1: Eat a Wide Variety of Foods*

TEACHER NOTE

Young children get into favorite food ruts. In order to get the nutrients needed for good health, it is important to encourage young children to try new foods. Take advantage of every opportunity to reinforce the importance of tasting new foods as you teach the unit.

Check if the first grade teachers are using the ***Healthy Choices*** *materials. You may want to review these materials. The second level unit reinforces and extends the first level unit.*

TEACHER MATERIALS . . . Found in your packet:

- Food Fan Poster
- "What's to Eat" Story
- Six Student Work Sheet Masters:
  - Grain Group foods
  - Vegetable Group foods
  - Fruit Group foods
  - Meat Group foods
  - Dairy Group foods
  - What's Variety
- "What's To Eat?" Chant
- "Gonna Be Healthy" Song
- Support Materials:
  - **Overview of Guideline #1 Level Units**
  - **Table of Contents**
  - **Getting Started**
  - Parent Letter
  - Parent Tip Sheet
  - **User Evaluation**

TEACHER MATERIALS . . . To obtain:

- Empty boxes, cans and/or containers that contain pictures of food, like cereal boxes or canned peas
- Double-sided tape
- Construction paper in Five Food Group colors: red, green, blue, orange, and yellow to make letters or title heads for the **Healthy Eaters' Wall**
- Optional: Construction paper, in the Five Food Group colors, for teams to use to mount food pictures on the **Healthy Eaters' Wall** (See page 15 — **"Building the Healthy Eaters' Wall"**)
- Optional: Music for the tune **"Oh Susannah"** to play to the "Gonna Be Healthy" Song

STUDENT MATERIALS . . . To obtain:

- Pencils, crayons, or markers
- Scissors
- Paste or glue

STARTING THE UNIT

- Read the entire unit.
- Obtain necessary materials.
- Determine which **Optional Activities** you want to work into the unit.
- Identify wall space for the class to use to create a **Healthy Eaters' Wall.** Cut out letters or use construction paper to make Title Heads for the **Healthy Eaters' Wall.** Make the following headers:
  - **Grain Group foods**
  - **Vegetable Group foods**
  - **Fruit Group foods**
  - **Meat Group foods**
  - **Dairy Group foods**
  - **Healthy Eaters**
- Practice the "Five Food Groups" Song. (This song is sung to the tune **"Twinkle, Twinkle Little Star."**)
- Practice the "What's To Eat" Chant.
- Practice singing the "Gonna Be Healthy" Song. (This song is sung to the tune **"Oh Susannah."**)

SUPPORT ACTIVITIES

Invite the principal, other classes, and parents to see the **Healthy Eaters' Wall.** Have the class make a guest list, send invitations, and plan a tour of their wall. Have the class sing the "Gonna Be Healthy" Song for the tourists.

(Continued on next page)

OPTIONAL ACTIVITIES

"SHOW AND TASTE" GUEST SPEAKERS

Invite representatives from the food industries — a baker, manager of the local supermarket's produce department, fruit/vegetable grower, butcher, dairy farmer, vegetarian, owner of an ice cream shop, etc. — to talk to the class when you are introducing the food group with which they are associated. Encourage the speakers to bring samples of their respective foods for the children to taste. Ask the children's parents and the school foodservice manager to help you make the arrangements.

TRYING PARTY

Plan an end-of-unit party to provide an opportunity for the class to give new foods a try. Bring in foods from each of the Five Food Groups that the children haven't tasted. Ask parents, the school foodservice manager, or a local grocer to contribute food to the party. Hold the party in conjunction with the tour of the wall.

FIVE FOOD GROUPS

TO DO AHEAD

- Make a copy of the **Parent Tip Sheet** for each student.
- Duplicate the **Parent Letter** Master. Sign and date the duplicate. Make enough copies to attach to the **Parent Tip Sheets**.
- Post the **Healthy Eaters' Wall** header on the wall.
- Get some empty boxes and cans that have pictures of the Five Food Group foods on them to show the class what to look for at home. Ask the school foodservice manager to save food containers and labels for your class.

1. Begin the session by asking the class:
   - Did you eat dinner yesterday? Breakfast this morning? How about lunch?
   - Why do you think you need to eat food every day?

2. Allow the students to talk about why they eat. *(Reinforce health-related responses.)*

3. Ask the class if they've ever heard of the Five Food Groups. Have the children try to name the groups.

4. Use the **Food Fan Poster** and explain to the class that:
   - All people need to eat food to be healthy.
   - Scientists have organized the foods that help keep us healthy into these five groups.
     - Grain Group
     - Meat Group
     - Vegetable Group
     - Dairy Group
     - Fruit Group

5. Tell the students to signal yes by raising a hand. Ask:
   - Do you want to grow up tall and strong?
   - Do you want to have energy for school and play?
   - Do you want to be healthy?
   - Then you need to eat a variety of foods from the Five Food Groups every day.

6. Move over to the empty space that you've selected for the **Healthy Eaters' Wall**. Post the **Healthy Eaters header**. Explain to the class:
   - First, we're going to learn about the foods in each of the Five Food Groups.
   - Then, we're going to build a **Healthy Eaters' Wall**.
   - We're going to fill this empty space with pictures of foods from the Five Food Groups.
   - When we're finished building, we'll invite guests, like our principal, to see our **Healthy Eaters' Wall**. And we'll tell our families and friends how to become healthy eaters.

7. Show the class the empty containers you collected. Point out the food pictures on the containers.

8. Pass out the **Parent Materials**. Tell the class:
   - These notes explain our project. Please give the notes to your parents.
   - Ask your families to help you start collecting food pictures from empty containers to use on our wall.

9. Walk around the room with the **Food Fan Poster**. End the session by having students name the foods pictured on the fan.

GRAIN GROUP

TO DO AHEAD

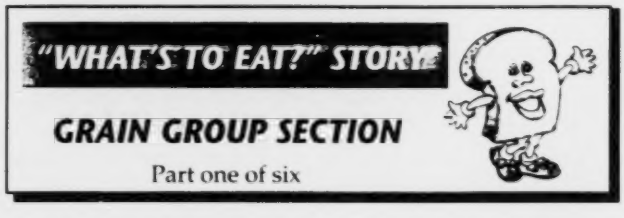
- Make a copy of the **Grain Group Foods Work Sheet** for each student.
- Prepare the **Grain Group foods header**.
- Make a picture of a Grain Group food to use as an example. Cut out a picture of a grain food on an empty box. Trim and mount the picture on a yellow piece of construction paper. Add double-sided tape so you can post the picture under the Grain Group foods header on the **Healthy Eaters' Wall**.
- Write the words to the Grain Group verse of the **"Five Food Groups" Song** on the chalkboard. (See page 6. This song is sung to the tune of **"Twinkle, Twinkle Little Star."**)

OPTIONAL ACTIVITY

- Invite a bread baker or a tortilla maker to talk to the class.

1. Say to the class:
   - We're going to find out how to become healthy eaters.
   - I'm going to read you a story about Granny Smith and her grandson, Red Delicious.
   - We're going to learn about the variety of foods in the Grain Group.
   - I want you to listen so you can tell me the names of the foods that are in the Grain Group.

2. Read the following.



Little Red Delicious went to his grandmother's house for a snack every day after school. And every day, when Granny Smith met him at the door, Red said, "I'm starving! What's to eat?"

Now, Granny Smith loved her grandson very much. She wanted Red to learn to eat a wide variety of foods so he would grow up tall and strong, be healthy, and have lots of energy for school and play.

So Granny said, "We're going to do something different this week."

When Red sat down at Granny's kitchen table he saw something on his plate that looked like a big, dark cupcake. "What is this, Granny?" Red asked. Granny said, "It's a bran muffin from the Grain Group."

Red had heard of bran muffins before, but he had never tried one. "Granny, what's the Grain Group?" Red asked.

Granny explained, "The Grain Group is a bunch of foods that are related. That bran muffin you're munching on has all kinds of relatives including tortillas; breads, like white bread, whole wheat bread, rye bread, and pumpernickel; and all sorts of crackers, rolls, bagels, and biscuits."

"Wow!" said Red as he took a closer look at his muffin.

Granny told Red how the Grain Group also has rice, barley, oatmeal, and all the other hot and cold cereals, including corn flakes, puffed rice, shredded wheat, cream-of-wheat, and grits.

"And finally," Granny said, "all the pastas, like spaghetti, macaroni, and egg and lasagna noodles are in the Grain Group too."

Red asked Granny, "How can all those different foods you named be related? They don't even look alike."

"Well," said Granny, "maybe my friend Melba Toast can help explain."

Just then a big piece of bread walked into the kitchen. She had two hands, two legs, and a very friendly face.

"Hi Red! I'm Melba Toast. I belong to the Grain Group so I'll help you understand why all of us Grain Group foods are related."

By this time, Red was speechless. He had never seen a talking piece of toast before.

"Well," said Melba, "if you had X-ray vision, you could look inside me and all other Grain Group foods and see the same kinds of nutrients. That's why we're all related."

"What are nutrients?" Red asked.

Melba answered, "Nutrients are the 'good things' in foods that help you grow up tall and strong. They also give you energy for school and play."

By this time, Red had finished eating the bran muffin. He said to Melba, "Boy, I liked that muffin. From now on, I'm going to eat all the different kinds of Grain Group foods."

Melba exclaimed, "That's important, but that's not healthy eating."

Melba explained that healthy eating meant trying a wide variety of foods, from the Five Food Groups, every day.

"Five Food Groups! There are Five Food Groups? Incredible!" said Red.

Granny said "That's right." She then took Red's right hand. As she folded down his thumb, she said, "Today is Monday and you

just learned about some delicious Grain Group foods. Each day, for the rest of the week, I'll tell you about another food group."

"Now say good-bye to Melba while I teach you a song about the Grain Group."

GRAIN GROUP SONG

(Sung to the tune of **"Twinkle, Twinkle Little Star"**)

Grain Group foods for you and me
They give lots of energy
Oatmeal, bagels, and corn flakes
Crackers, biscuits, and pancakes
Breads and rice and noodles too
Tortillas are fun to chew

Grain Group foods for you and me
They will help us be healthy

3. Call on different children to name the foods mentioned in the story. Print the names on the chalkboard. When the list of foods is completed, have the children identify the foods they never heard of, or tasted.

TEACHER NOTE *Serve these foods at the end-of-unit **Trying Party**.*

4. If you've arranged for a guest speaker, introduce your guest to the class.

5. Distribute the **Grain Group Foods Work Sheet**. Call on different children to name their favorite Grain Group foods. Have the children put a check by the Grain Group foods they've already tasted. Give the children time to color their work sheets.

6. Teach the class the **"What's To Eat?" Chant**. Use the chant to review the Grain Group.
   What's To Eat
   What's To Eat
   Can You Name
   A Grain Group Treat?
   (Point to a student.)

7. Place the **Grain Group header** on the **Healthy Eaters' Wall**. Add the sample food picture you made to give the class an idea of how the wall will be built.

8. Have the students take their work sheets home to tell their parents about the foods in the Grain Group. Tell the class to remember to ask their families to help them find pictures of Grain Group foods to put on the **Healthy Eaters' Wall**.

9. End the session by having the class sing the Grain Group verse of the **"Five Food Groups" Song**.

LESSON PLAN VEGETABLE GROUP

TO DO AHEAD

- Prepare a copy of the **Vegetable Group Foods Work Sheet** for each student.
- Prepare the **Vegetable Group foods header**.
- Write the words to the Vegetable Group verse of the **"Five Food Groups" Song** on the chalkboard. **(See page 7. This song is sung to the tune of "Twinkle, Twinkle Little Star.")**

OPTIONAL ACTIVITY

- Invite a manager of the local supermarket's produce department or a vegetable grower to talk to the class.

1. Ask the class to hold up the pictures of the Grain Group foods they've brought from home. Tell the students to print their names on the backs of the pictures. Remind the class they will build the **Healthy Eaters' Wall** when pictures of all the Five Food Group foods have been collected.

2. Have the children turn in their food pictures by type of grain food. Call for breads, crackers, rolls, buns, noodles, etc. Use this procedure to organize the pictures and review the Grain Group foods.

TEACHER NOTE *If some students bring in pictures of foods that aren't in the Grain Group, correct the misconception and pin the pictures to the bulletin board. Tell the students you're saving the pictures for another session.*

3. Tell the class:
   - Today, I'm going to read to you about the Vegetable Group.
   - I want you to listen so you can tell me the names of foods that are in the Vegetable Group.

4. Read the following excerpt from the **"What's To Eat?" Story**.

"WHAT'S TO EAT?" STORY

VEGETABLE GROUP SECTION

Part two of six

Red Delicious ran over to his Granny's house after school. "What's to eat? I'm starving!" he shouted as he rushed through the door.

"Yesterday, we met Melba Toast," Granny said as she folded down Red's thumb, "We learned about Grain Group foods." She took Red's pointer finger, gave it a little squeeze and said, "Today, I've got another surprise for you."

When Red sat down at Granny's kitchen table, he saw a small bowl that looked as if it was filled with salad. But this salad had foods in it he had never seen before. "What is this, Granny?" Red asked. Granny said, "It's a salad made with foods from the Vegetable Group."

Red stuck his fork into the salad and pulled out something to show Granny Smith. "What's this vegetable, Granny? It really looks strange. I don't think I'll eat it."

Granny said "If you really want to be healthy, always give new foods a try."

Granny told Red the strange-looking vegetable was a slice of a white radish. Red had not known there was such a thing as a white radish. "Is it good?" he asked her.

"Well, I like white radishes," said Granny Smith. "But the best way to find out if you like white radishes is to taste them yourself."

While he was chewing on the slice of white radish, Red stuck his fork into another vegetable. "What's this one, Granny?" asked Red.

"That looks like celery," Granny said.

Just then another friend of Granny's came into the kitchen. The tall figure shaped like a stalk of celery with green leaves for hair, said, "Hi Red! I'm Celery Stalk. I belong to the Vegetable Food Group."

With wide eyes and an open mouth, Red stared up at the strange creature.

Granny said, "Celery, tell Red more about the Vegetable Group."

Well, like Melba Toast and the Grain Group, the Vegetable Group foods are full of nutrients. But, we have our own different kinds of nutrients."

Red said, "I really liked this salad, Celery. It was fun tasting all those different kinds of vegetables."

He held up his pointer finger and said, "From now on I'm going to be sure to eat lots of foods from the Vegetable Group." Red thought for a moment and quickly stuck up his thumb and said, "And from the Grain Group too."

"Hey," said Red as he looked at his hand, "I've got three more food groups to taste. What are we going to have tomorrow?"

"That's a surprise," said Granny Smith. "Now say good-bye to Celery and I'll teach you a song about the Vegetable Group."

VEGETABLE GROUP SONG

(Sung to the tune of **"Twinkle, Twinkle Little Star"**)

Lots of vegetables to eat
Each kind is a special treat
Carrots, mushrooms, potatoes
Lettuce, corn, peas, tomatoes
Collard greens and broccoli
Such a wide variety

Vegetables for you and me
They will help us be healthy

5. If you've arranged for a guest speaker, introduce your guest to the class.

6. Call on different children to name the foods mentioned in the story. Print the names on the chalkboard. When the list of foods is completed, have the children identify the foods they've never heard of, or tasted.

TEACHER NOTE *Serve these foods at the end-of-unit **Trying Party**.*

7. Distribute the **Vegetable Group Foods Work Sheet**. Call on different children to name their favorite Vegetable Group foods. Have the children put a check by the Vegetable Group foods they've already tasted. Give the children time to color their work sheets.

8. Use the **"What's To Eat?" Chant** to review the Vegetable Group.
   What's To Eat
   What's To Eat
   Can You Name
   A Vegetable Group Treat?
   (Point to a student.)

9. Select a student to add the Vegetable Group header to the **Healthy Eaters' Wall**. Have the students take their work sheets home to tell their parents about the foods in the Vegetable Group. Remind the class to ask their families to help them find pictures of Vegetable Group foods to put on the **Healthy Eaters' Wall**.

10. End the session by having the class sing the Vegetable Group verse of the **"Five Food Groups" Song**.

FRUIT GROUP

TO DO AHEAD

- Make a copy of the **Fruit Group Foods Work Sheet** for each student.
- Prepare the **Fruit Group foods header**.
- Write the words to the Fruit Group verse of the **"Five Food Groups" Song** on the chalkboard. (See page 9. This song is sung to the tune of **"Twinkle, Twinkle Little Star."**)

OPTIONAL

- Invite a produce grower or manager of a produce department to talk to the class.

1. Ask the class to hold up the pictures of the Vegetable Group foods they've brought from home. Tell the students to print their names on the backs of the pictures.

2. Have the children turn in their food pictures by type of vegetable color. Call for green vegetables, orange, yellow, red, etc. Pin non-vegetable group pictures to the bulletin board.

3. Tell the class:
   - Today, I'm going to read to you about the Fruit Group.
   - I want you to listen so you can tell me the names of foods that are in the Fruit Group.

4. Read the following excerpt from the **"What's To Eat?" Story**.

"WHAT'S TO EAT?" STORY

FRUIT GROUP SECTION

Part three of six

"What's to eat?" Red asked Granny Smith as he came through the door. "Well, go into the kitchen and see the snack I made for you today," Granny said.

When Red sat down at the kitchen table, he saw a small plate with thin, round green slices on it. The green slices were a little larger than slices of banana.

"Now this really looks strange! What is it, Granny?" Red asked. Granny said, "It's from the Fruit Group. Can you guess what it is?"

Red figured that since there was a Vegetable Group there probably was a Fruit Group too. He told Granny Smith he liked fruit, but he had never seen a fruit that looked like this before.

"Why don't you try some?" Granny said. Red picked up one of the slices with his fork. He looked at it very closely, on both sides. Red saw tiny, dark round seeds in a circle inside the mysterious fruit. He told Granny it looked a lot like a banana slice, but green.

"Is it from a green banana?" he asked her. Granny said, "No, but that's a very good guess."

Red took a bite of the fruit. Then he looked at it closely again. It was very, very, very green. "Is it a lime?" he asked. "No," Granny said, "but that's a good guess too."

Then Granny told Red how she first had peeled off the light brown and sort of hairy skin of the fruit before she had sliced it. "I know, I know, it's a coconut!" said Red. "No," Granny said, "it's not a coconut."

Then Red told her he was all out of guesses. Granny Smith said, "Then you need some help from my friend, Ginger Gold."

Before Red could blink an eye, in walked a very pretty apple. She had high heels, wore evening gloves, and spoke with a Southern drawl.

"Hi Red," said Ginger. "I'm an apple and only one example of the many kinds of foods from the Fruit Group. Can you name some others?"

Though he was still surprised, by this time Red was getting used to Granny's strange friends.

He answered Ginger, "There are apples, pears, oranges, grapefruit, peaches, plums, bananas, pineapples, grapes, cherries, strawberries, blueberries, raspberries, watermelon, cantaloupe . . . that's all I can think of," he said.

"That's a lot," said Ginger. She asked Red if he had ever heard of a kiwi before.

Granny then reached into her apron and pulled out an unpeeled kiwi. The kiwi looked like a small, hairy brown ball.

"Amazing," said Red. "How can anything that looks so very strange taste so very good? I'm glad I'm learning to give new foods a try."

Ginger said she liked kiwi too. She told him how kiwi and all the other fruits in the Fruit Group had their own special nutrients that were good for him. "Do you remember what nutrients are?" she asked.

"I think I do," said Red. "Nutrients are the 'good things' inside foods that help me grow up tall and strong, be healthy, and have lots of energy for school and play."

Red took a bite of the kiwi, smiled, and listened while Granny and Ginger sang about the Fruit Group.

FRUIT GROUP SONG

(Sung to the tune of **"Twinkle, Twinkle Little Star"**)

Apples, grapefruit, peaches too
All these fruits are good for you
Pears, bananas, and strawberries
Watermelon, grapes, and cherries
Many types of fruits you see
Such a wide variety

Fruit Group foods for you and me
They will help us be healthy

5. Call on different children to name the foods mentioned in the story. Print the names on the chalkboard. When the list of foods is completed, have the children identify the foods they've never heard of, or tasted.

TEACHER NOTE *Serve these foods at the end-of-unit Trying Party.*

6. If you've arranged for a guest speaker, introduce your guest to the class.

7. Distribute the **Fruit Group Foods Work Sheet**. Call on different children to name their favorite Fruit Group foods. Have the children put a check by the Fruit Group foods they've already tasted. Give the children time to color their work sheets.

8. Use the **"What's To Eat?" Chant** to review the Fruit Group.
   What's To Eat
   What's To Eat
   Can You Name
   A Fruit Group Treat?
   (Point to a student.)

9. Have a student add the **Fruit Group header** to the **Healthy Eaters' Wall**. Have the students take their work sheets home to tell their parents about the foods in the Fruit Group. Remind the class to ask their families to help them find pictures of Fruit Group foods to put on the **Healthy Eaters' Wall**.

10. End the session by having the class sing the Fruit Group verse of the **"Five Food Groups" Song**.

LESSON PLAN MEAT GROUP

TO DO AHEAD

- Make a copy of the **Meat Group Foods Work Sheet** for each student.
- Prepare the **Meat Group foods header**.
- Write the words to the Meat Group verse of the **"Five Food Groups" Song** on the chalkboard. (See page 10. This song is sung to the tune of **"Twinkle, Twinkle Little Star."**)

OPTIONAL

- Arrange for a vegetarian to talk to the class about the "unusual" members of the Meat Group.

1. Ask the class to hold up the pictures of the Fruit Group foods they've brought from home. Remind the students to print their names on the backs of the pictures.

2. Have the children turn in their food pictures by type of fruit color. Call for red fruits, orange, yellow, green, etc. Pin non-fruit group pictures to the bulletin board.

3. Tell the class:
   - Today, I'm going to read to you about the Meat Group.
     I want you to listen so you can tell me the names of foods that are in the Meat Group.

4. Read the following excerpt from the **"What's To Eat?" Story**.

"WHAT'S TO EAT?" STORY

MEAT GROUP SECTION

Part four of six

"What's to eat?" Red Delicious asked Granny Smith.
"Well, go on into the kitchen," Granny said.

When Red sat down at the kitchen table all he saw was a bowl with some peanuts in it. He took five or six peanuts from the bowl and started eating them. When Granny, smiling and

humming "Twinkle, Twinkle Little Star," came into the kitchen, Red asked, "What snack are you going to make today?"

Granny said, "Oh, I made your snack already. I thought I'd let you guess what it is. It's from the Meat Group." Red had not known there was a Meat Group, but he was not surprised.

He asked Granny if she would give him some hints. Instead, she thought she'd introduce her friend Chuck Steak.

With a big bang, a large piece of steak walked through the kitchen door. He had a big nose and a friendly smile. In a low, gruff voice, Chuck said, "Hi Red! My name is Chuck Steak and Granny asked that I help you learn foods from the Meat Group."

Red said to Chuck that he knew some foods from the Meat Group. He named hamburgers and hot dogs, and pork chops and lamb chops.

"That's a good start, but what about fish?" Chuck asked.

"That's not meat, is it Chuck?" Red asked as he helped himself to some more peanuts.

Chuck said, "Fish and meats are related. They have the same kinds of nutrients. That's why fish is in the Meat Group — the same as me."

So Red added catfish, and perch, and tuna, and salmon, and whitefish, and trout, and flounder to his list of Meat Group foods. But none of them sounded like after-school snacks to him.

Then Chuck asked him about shrimp. "Are they in the Meat Group, too?" Red asked. Chuck said seafood was in the Meat Group, too. So Red added shrimp, and lobster, and crab, and clams to his list of Meat Group foods. But none of them sounded like after-school snacks to him either.

"What about chicken?" Chuck asked. Red had almost forgotten about chicken. So he added chicken, and then turkey, and then duck to his list of Meat Group foods.

He really liked the peanuts, so he took another handful and started eating them.

Then Chuck asked Red about eggs. "You're kidding! Eggs, too?" he asked. Chuck said eggs were in the Meat Group too because they had the same kinds of nutrients the other Meat Group foods had.

"What about beans?" Chuck asked. "They're in the Meat Group, too."

"Are you sure?" Red said. "I thought beans were in the Vegetable Group."

"No, beans, and split peas, and lentils, and soybeans have the same kinds of nutrients as all the other foods in the Meat Group. That's why they're in the Meat Group," Chuck said.

"What about peanuts, Chuck, are they in the Meat Group too?" Red asked, taking another handful. "Yes, they are, Red, and peanut butter, too. I think peanuts make a pretty good snack, don't you?" Chuck said.

Chuck and Granny started to giggle. "You tricked me! My Meat Group snack was right here in front of me all the time," Red said.

"Today was an easy snack day for me," said Granny. "Since we don't have much to clean up, Chuck and I will teach you to sing the Meat Group song."

MEAT GROUP SONG

(Sung to the tune of **"Twinkle, Twinkle Little Star"**)

Meat Group foods are fun to try
Lots of different kinds to buy
Roast beef, hot dogs, leg-of-lamb
Chicken, tofu, eggs, and ham
Legumes, oysters, nuts, and fishes
Meat Group foods make tasty dishes

Meat Group foods for you and me
They will help us be healthy

5. Call on different children to name the foods mentioned in the story. Print the names on the chalkboard. When the list of foods is completed, have the children identify the foods they've never heard of, or tasted.

TEACHER NOTE *Serve these foods at the end-of-unit **Trying Party**.*

6. If you've arranged for a guest speaker, introduce your guest to the class.

7. Distribute the **Meat Group Foods Work Sheet**. Call on different children to name their favorite Meat Group foods. Have the children put a check by the Meat Group foods they've already tasted. Give the children time to color their work sheets.

8. Use the **"What's To Eat?" Chant** to review the Meat Group.

   What's To Eat
   What's To Eat
   Can You Name
   A Meat Group Treat?
   (Point to a student.)

9. Select a student to add the **Meat Group header** to the **Healthy Eaters' Wall**. Have the students take their work sheets home to tell their parents about the foods in the Meat Group. Remind the class to ask their families to help them find pictures of Meat Group foods to put on the **Healthy Eaters' Wall**.

10. End the session by having the class sing the Meat Group verse of the **"Five Food Groups" Song**.

DAIRY GROUP

TO DO AHEAD

- Make a copy of the **Dairy Group Foods Work Sheet** for each student.
- Prepare the **Dairy Group foods header**.
- Write the words to the Dairy Group verse of the **"Five Food Groups" Song** on the chalkboard. (See below. This song is sung to the tune of **"Twinkle, Twinkle Little Star."**)

OPTIONAL

- Invite a dairy farmer or the owner of an ice cream shop to speak to the class.

1. Ask the class to hold up the pictures of the Meat Group foods they've brought from home. Remind the students to print their names on the backs of the pictures.

2. Have the children turn in their food pictures by type. Call for beef, poultry, pork, fish, eggs, nuts, etc. Pin any non-meat group pictures to the bulletin board.

3. Tell the class:
   - Today, I'm going to read to you about the Dairy Group.
   - I want you to listen so you can tell me the names of foods that are in the Dairy Group.

4. Read the following excerpt from the **"What's To Eat?" Story**.

"WHAT'S TO EAT?" STORY

DAIRY GROUP SECTION

Part five of six

Red Delicious looked at his hand and wiggled his little finger. He knew that today he would find out about the last food group, so he couldn't wait to get to Granny Smith's house. "What's to eat?" he asked as soon as Granny opened the door.

"Well, wash your hands, and go on into the kitchen," Granny said. When Red sat down at the kitchen table, there in front of him was a cup of apple-cinnamon yogurt.

He pulled off the top of the container and took a big spoonful. Red really liked apple-cinnamon yogurt. Then he said to Granny, "So what food group are we going to talk about today?"

"Well," said Granny, "with the help of Melba Toast we learned about the Grain Group, Celery Stalk told us about the Vegetable Group, Ginger Gold explained the Fruit Group, and Chuck Steak helped us name foods from the Meat Group. What food group do you think is left?"

Red took another spoonful of the yogurt. He was about to put it into his mouth, when he stopped, took a good look at the spoon, and asked, "What food group is apple-cinnamon yogurt in?"

"It's called the Dairy Group," said Granny. "All foods that are made from milk are in the Dairy Group," explained Granny.

Then, without even an introduction, in walked a big slice of cheese. He wore cowboy boots and a cowboy hat.

"Howdy partners!" said the wedge of cheese. "I'm Monterey Jack Cheese and I want to tell you all about the Dairy Group."

Monterey asked Red if he could name some other foods that were in the Dairy Group. Red said strawberry yogurt, and banana yogurt, and peach yogurt, and all the other yogurts.

Then he said milk, and chocolate milk, and skim milk.

Then Monterey asked him about ice cream. "Ice cream is in the Dairy Group? Great!" said Red. And he started to name every single flavor of ice cream he could think of.

And when he was done with ice cream, he started naming all the flavors of frozen yogurt he could think of.

When Red stopped to catch his breath, Monterey quickly said, "And butter, sour cream, whipped cream, and pudding are Dairy Group foods, too."

Red put his arms around Granny. "Thank you for introducing me to all your friends and making the Five Food Group snacks for me. I like learning about different foods."

"Well," replied Granny, "I've got one last surprise for you. Since tomorrow's Saturday, I've invited you and all our new friends to a very special lunch."

"Now finish eating your apple-cinnamon yogurt, so I can teach you a song about the Dairy Group."

DAIRY GROUP SONG

(Sung to the tune of **"Twinkle, Twinkle Little Star"**)

Dairy foods give nourishment
Milk's their main ingredient
Ice cream, yogurt, cottage cheese
Lots of flavors bound to please
Butter, pudding, and cocoa
Dairy foods will help you grow

Dairy Group foods for you and me
They will help us be healthy

5. Call on different children to name the foods mentioned in the story. Print the names on the chalkboard. When the list of foods is completed, have the children identify the foods they've never heard of, or tasted.

TEACHER NOTE *Serve these foods at the end-of-unit **Trying Party**.*

6. If you've arranged for a guest speaker, introduce your guest to the class.

7. Distribute the **Dairy Group Foods Work Sheet**. Call on different children to name their favorite Dairy Group foods. Have the children put a check by the Dairy Group foods they've already tasted. Give the children time to color their work sheets.

8. Use the **"What's To Eat?" Chant** to review the Dairy Group.
   What's To Eat
   What's To Eat
   Can You Name
   A Dairy Group Treat?
   (Point to a student.)

9. Ask a student to add the **Dairy Group header** to the **Healthy Eaters' Wall**. Have the students take their work sheets home to tell their parents about the foods in the Dairy Group. Remind the class to ask their families to help them find pictures of Dairy Group foods to put on the **Healthy Eaters' Wall**.

10. End the session by having the class sing the Dairy Group verse of the **"Five Food Groups" Song**.

LESSON PLANS VARIETY

TO DO AHEAD

- Make a copy of the **What's Variety Work Sheet**.
- Review the **Healthy Eater's Pledge**.
- Write the words to the last verse of the **"Five Food Groups" Song** on the chalkboard. (See page 13, this song is sung to the tune of **"Twinkle, Twinkle Little Star"**.)

1. Ask the class to hold up the pictures of the Dairy Group foods they've brought from home. Have students print their names on the backs of the pictures.

2. Call for dairy food pictures by type; e.g., milk, cheese, yogurt, etc. Pin any non-dairy group pictures to the bulletin board.

3. Tell the class:
   - Today, I'm going to read to you about Red's special lunch.
   - I want you to listen carefully so you can tell me what healthy eaters do.

4. Read the following excerpt from the **"What's To Eat?" Story.**

"WHAT'S TO EAT?" STORY

COMBINATION GROUP SECTION

Part six of six

Red walked into the kitchen and saw all of his newly-found friends; the big slice of bread, Melba Toast; the tall stalk of celery, Celery Stalk, the fancy looking apple, Ginger Gold; the large piece of meat, Chuck Steak; and, the wedge of cheese wearing cowboy boots — Monterey Jack.

They all said, "Hi Red. Granny invited us to lunch to help you review the five food groups."

Red was delighted. He pulled up a chair to the kitchen counter so he could see what Granny was doing.

Granny started by asking Melba Toast for the first ingredient. "What have you brought to the party, Melba?"

"Well, Granny," said Melba, "as you know, I belong to the Grain Group. So, I've brought another food from the Grain Group, a taco shell."

Melba handed the taco shell to Granny.

Next, Chuck Steak came forward and said in his low, grumbling voice, "Remember, I belong to the Meat Group. I've brought some cooked hamburger for our special lunch."

Granny spooned the hamburger into the taco shell.

Granny asked Red what else he would like on his taco. Red said, "Well, some lettuce and tomatoes would be good."

Celery Stalk came forward. "Red, as you know I am from the Vegetable Group. Lettuce and tomatoes are what I brought for lunch."

Granny put the shredded lettuce and cut tomatoes into the taco shell.

Finally, Monterey Jack pushed forward and said, "Partners, I have just what you need to top off that taco. Can you guess what it is?"

Red answered with a smile, "Well, Monterey, you are from the Dairy Group. Cheese is a Dairy Group food and also tastes great on tacos."

"You are darn right, Red," answered Monterey.

Granny took some of the shredded cheese and put it into the taco shell."

"Now what should we have to drink with our tacos?" Granny asked. Red thought for a moment. Melba Toast brought the taco shell from the Grain Group, Chuck Steak brought the hamburger meat from the Meat Group, the lettuce and tomatoes were from Celery Stalk and the Vegetable Group, and the cheese was from Monterey Jack and the Dairy Group.

"We're missing Ginger Gold and food from the Fruit Group!" exclaimed Red.

"Thanks for remembering me, Red," said Ginger in her Southern drawl. "I brought some apple juice for us to enjoy."

Granny poured a glass for everyone.

While Granny, Red, Melba, Chuck, Celery, Monterey, and Ginger ate their tacos and drank their juice, Granny said, "This is such a wonderful lunch, I could eat tacos every single day."

"Oh no, no, no, no, no, no!" said Red. That's not healthy eating. Eating the same foods every day is not variety."

"You're a wise apple, Red," said Granny with a big smile. "You just passed my Healthy Eating Test."

"During this week you learned you need to eat a wide variety of foods from each of the Five Food Groups, because each group gives you different nutrients. But do you know why I'm proud as a peacock of you?" asked Granny.

Red shook his head no. Granny gave him a great big hug and said, "Because you gave new foods a try — even when they looked a little strange!"

Granny explained, you can't get the variety of nutrients you need to grow up tall and strong, be healthy, and have energy to work and play, if you aren't willing to give new foods a try.

"Congratulations," said Granny with a twinkle in her eye. "You're a healthy eater. You give new foods a try."

Granny and Red finished drinking their apple juice. And Granny Smith taught Red one last song.

COMBINATION GROUP SONG

(Sung to the tune of **"Twinkle, Twinkle Little Star"**)

Five Food Groups for you and me
Eat a wide variety
Get the energy to play
Stay alert throughout the day
Five Food Groups for you and me
They will help us be healthy

Five Food Groups for you and me
Eat a wide variety

5. Ask the class:
   - What does a healthy eater do?
     (Gives new foods a try.)
   - Are you a healthy eater?

6. Distribute the **What's Variety Work Sheets**. Say to the class:
   - We've been talking about the variety of foods that are available to us to eat.
   - What do you think the word variety means?
     ("Different kinds.")
   - Look at the three bowls. Put an X over the bowl that shows variety.
     (Bowl #3)

7. Give the students time to complete the **"Who is eating a variety of foods?"** section on the work sheet. Check for understanding by calling for a show of hands. Ask:
   - Who thinks Crystal is the healthy eater?
   - Who thinks Juan is the healthy eater?

   Let the class explain why Juan is the healthy eater.

8. Have the class say the **Healthy Eater's Pledge** out loud. Tell the class:
   - We're going to build our **Healthy Eaters' Wall** tomorrow.
   - It's your last chance to bring in pictures of foods from the Five Food Groups.

9. End the session by having the class sing the last verse of the **"Five Food Groups" Song**.

NUTRIENTS

TO DO AHEAD

- Write the following words on the chalkboard:

  NUTRIENTS

  (New - Tree - Ants) Nutrients = The "good things" in foods that keep us healthy.

  Variety = "Different kinds"
- Practice singing the **"Gonna Be Healthy" Song**. (The song is sung to the tune of **"Oh Susannah."**)
- Make a copy of the **"Gonna Be Healthy" Song** for each student.

1. Put up the **Food Fan Poster** and point out that:
   - In order to grow up tall and strong, have energy, and be healthy, you need to eat from each of the Five Food Groups every day.
   - Each Food Group helps you stay healthy in a different way.

2. Explain that:
   - Some people have favorites.
   - Do you remember Crystal and her peanut butter and jelly sandwiches?
   - Some people think that one food group is more important than another.
   - That isn't true. Eating from one or two food groups isn't enough to stay healthy.

3. Point to the **Food Fan Poster** and say:
   - You need all the food groups to get the nutrients you need to stay healthy.
   - It's the nutrients that are inside Five Food Group foods that help you grow up tall and strong, have energy, and be healthy.

TEACHER NOTE

If you have any food pictures left on the bulletin board, point out these foods do not have a lot of nutrients which is why they are not in one of the Five Food Groups. People who ate only these foods would not be healthy.

4. Go to the chalkboard. Have the class pronounce nutrients and read the definition. Ask the class to raise their hands if they've ever heard of vitamins and minerals. Explain that vitamins and minerals are examples of nutrients.

5. Point to the word "ants." Ask the class if they ever saw an ant hill and watched how all the ants worked together. Tell the students:
   - When you see the word nutrients, think about all those ants working together.
   - Your body needs over 50 different nutrients, all working together, in order to be healthy.

6. Go to the **Healthy Eaters' Wall**. Say:
   - The nutrients we need are in Five Food Group foods.
   - No one food has all the nutrients you need to be healthy.
   - That's why you need to eat a variety of foods from the Five Food Groups every day.

7. Pass out copies of the **"Gonna Be Healthy" Song.**

8. End the session by singing the **"Gonna Be Healthy" Song.**

BUILDING THE HEALTHY EATERS' WALL

TO DO AHEAD

- Pull duplicate pictures from the students' food picture collection.
- Decide on how the **Healthy Eaters' Wall** will look. For example, the class can paste the food pictures on pieces of construction paper. Or, the students can simply trim and use double-sided tape to attach the food pictures to the wall.
- Collect the supplies needed to implement the wall arrangement.
- Determine student groupings so you have a wall-building team for each food group.
- Identify work areas for the five teams to prepare their food pictures.
- Review the pictures pinned on the bulletin board to determine which food group they belong to.

1. Tell the class that they are going to team up to build the **Healthy Eaters' Wall**. Make the team assignments. Have the Five Food Group teams move to their designated areas.

2. Draw attention to the food pictures pinned to the bulletin board. Challenge the teams to identify the food pictures that belong to them. One-at-a-time, remove the pictures of foods from the Five Food Groups. Hold the food picture up and call for teams to make a claim.

3. When you finish sorting the Five Food Group pictures, remove the pictures of Combination Foods like tacos, pizza, or sandwiches. Hold up these pictures and ask the teams to identify the food in the combination that belongs to their group.

TEACHER NOTE *If anyone submitted a picture of a non-five food group food like candy, soda pop, potato chips, etc., leave these pictures on the bulletin board. Tell the class these foods are not in one of the Five Food Groups, so they cannot go on the **Healthy Eaters' Wall**.*

4. Give each team the packet of food pictures that you've been collecting from the students. Pass out the supplies. Explain how you want the teams to prepare the food pictures. Allow time for the teams to prepare their pictures.

5. Show the teams how you want the pictures arranged on the wall. Post the **Food Fan Poster** in a prominent place for the teams to use to check their food pictures.

TEACHER NOTE *If you have an advanced class, let them suggest how to construct the wall.*

6. Let the teams construct the **Healthy Eaters' Wall**.

7. End the session by having the students identify people they want to invite to see their wall. Have them make invitations and plan the tour.

TOURING THE HEALTHY EATERS' WALL

TO DO AHEAD

- Print the following **Healthy Eater's Pledge** on the chalkboard:

  I will try to eat a wide variety of foods from the Five Food Groups every single day so I can be healthy, have energy, and grow up tall and strong.

- Print the following on a long sheet of paper to make a **Healthy Eater's Proclamation** for the class and the guests to sign.

  Hear ye! Hear ye! Be it known that from this day forward, we the undersigned will be known as healthy eaters. We will give new foods a try. And we will eat a wide variety of foods from the Five Food Groups. This we pledge.

OPTIONAL

- Make a copy of the **"Gonna Be Healthy" Song** for the guests. (This song is sung to the tune of **"Oh Susannah."**)
- Take pictures of your class and the **Healthy Eaters' Wall** they created.
- Host a **Trying Party** as part of the tour. Bring in a variety of unusual foods from each of the Five Food Groups for everyone to taste. Ask parents, the school foodservice manager or a local food merchant to contribute food, plates, napkins, etc. to the **Trying Party**.

1. Welcome the guests. Have the students take their guests on a tour of their **Healthy Eaters' Wall**.

2. Ask the class to sing the **"Gonna Be Healthy" Song** for the guests. Invite the guests to join in.

3. If you've arranged a **Trying Party**, tell the children and the guests they are going to get a chance to practice variety. Introduce the foods and their respective food groups.

4. Pass out the plates and napkins. Have the children say the **Healthy Eater's Pledge** out loud before they take the foods. After the students have tasted the new foods, ask them to name their favorite new tastes. Make a point of praising the children for trying new foods.

5. Hold up the **Healthy Eater's Proclamation**. Read the proclamation to the group. Ask the students and their guests to sign the **Healthy Eater's Proclamation**.

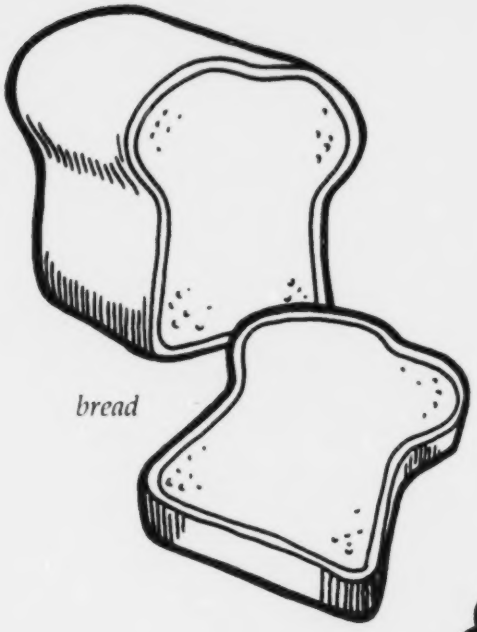
6. Thank the guests for coming. End the session by having the children and guests sing the **"Gonna Be Healthy" Song** again.

TEACHER NOTE

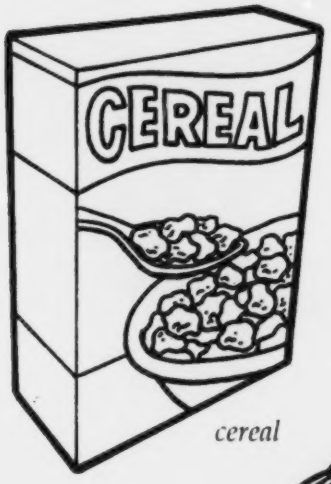
"Healthy Choices for Kids" is totally dependent on funds donated by the growers of Washington state apples. Because this is a grower-funded program, we need to justify costs by showing that our materials are being used. To keep this program going, it's important that you let us know you are using our materials. Do so by returning the reply card at the back of this unit. Send information to:

Washington Apple Commission
Healthy Choices for Kids
P.O. Box 550
Wenatchee, Washington 98807

GRAIN GROUP FOODS

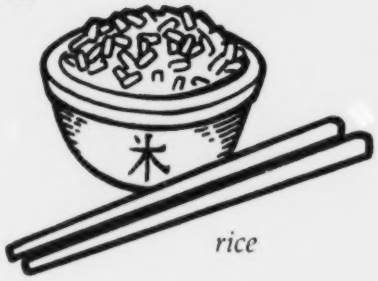


bread

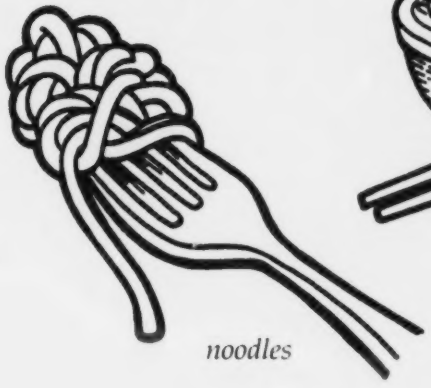


cereal

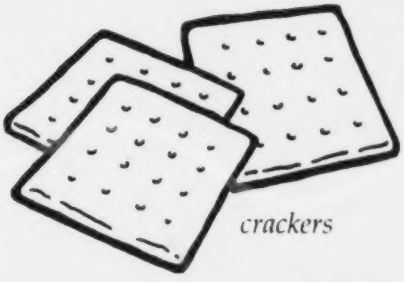
popcorn



rice



noodles



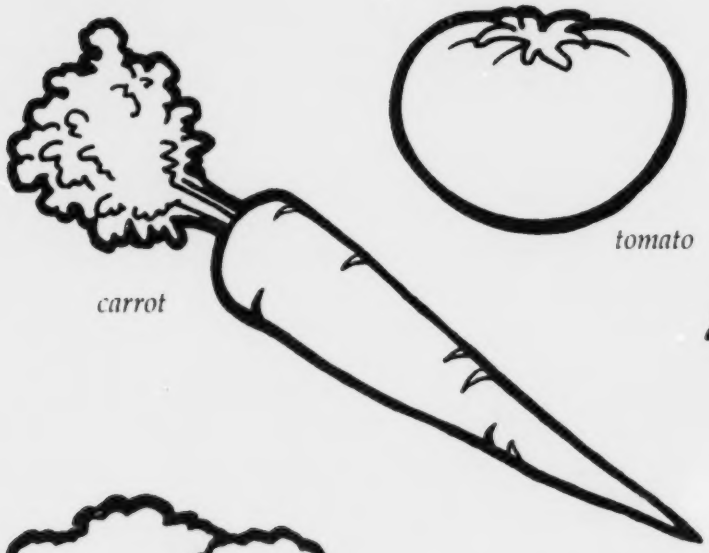
crackers

tortillas

oatmeal

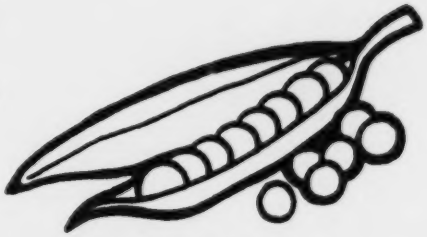
NAME: _____

VEGETABLE GROUP FOODS

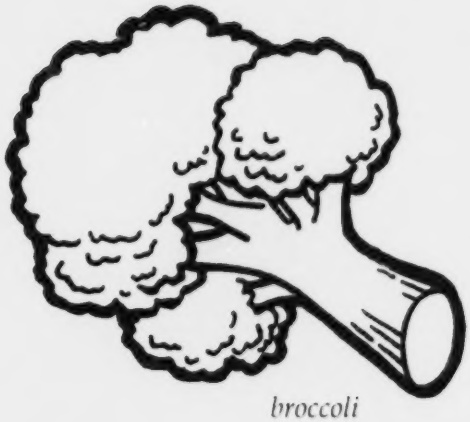


carrot

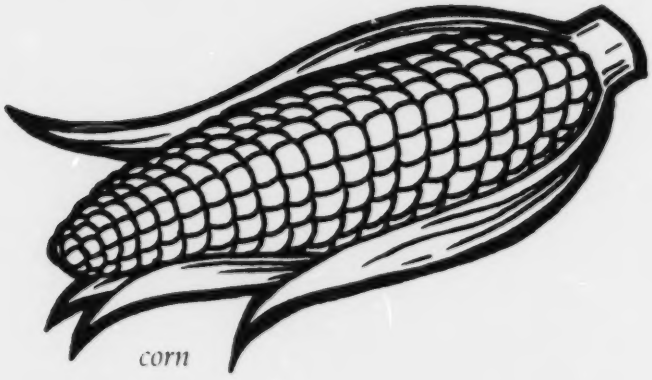
tomato



peas



broccoli



corn

potatoes

green beans

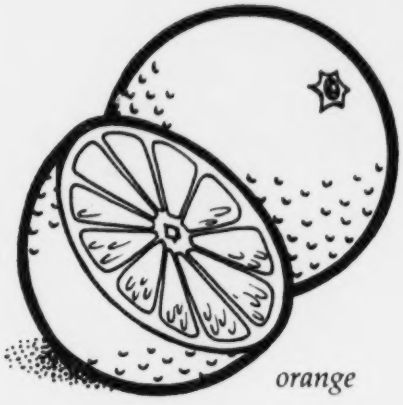
NAME: _____

41

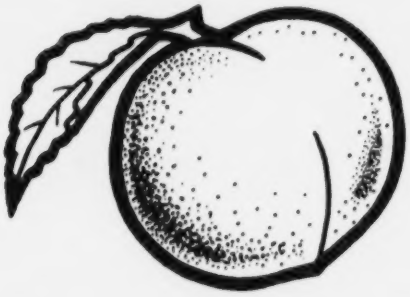
FRUIT GROUP FOODS

apple and apple juice

pear

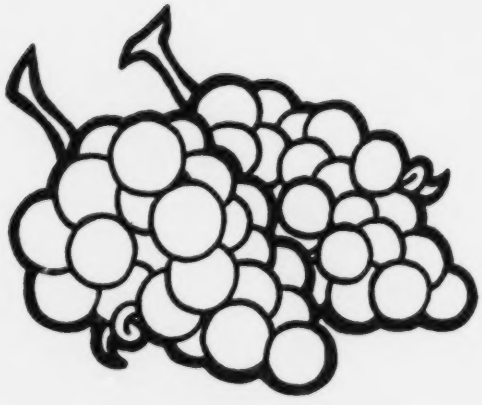


orange

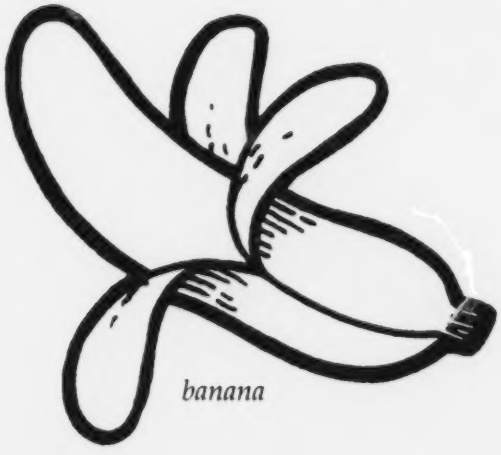


peach

cherries



grapes

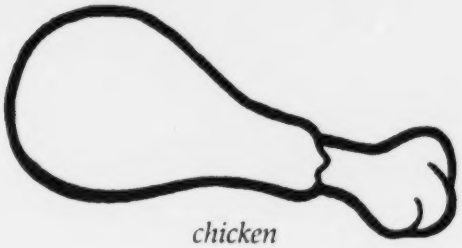


banana

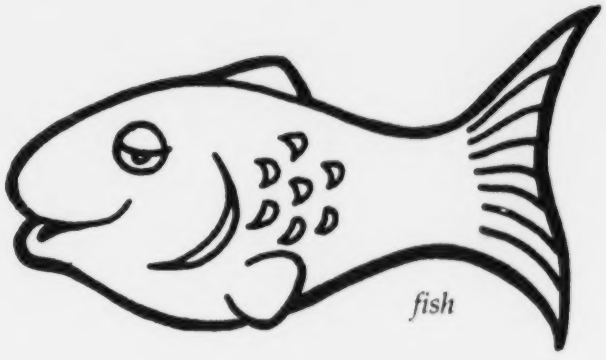
NAME: _____

MEAT GROUP FOODS

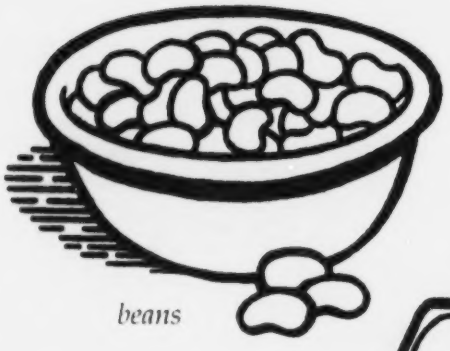
steak



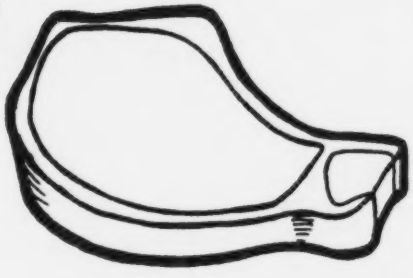
chicken



fish

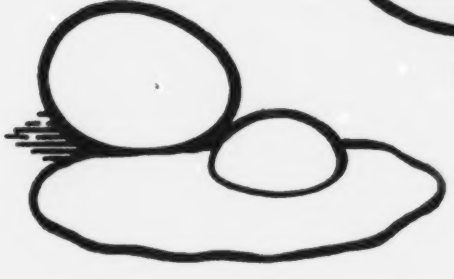


beans



pork chop

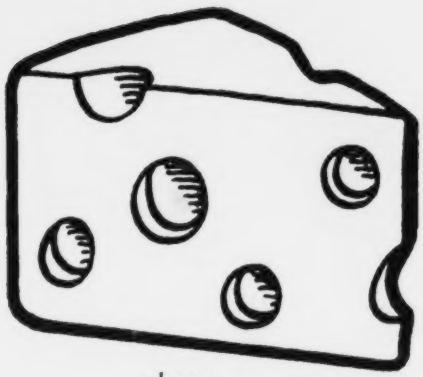
peanut butter



eggs

NAME: _____

DAIRY GROUP FOODS



cheese

milk

frozen yogurt

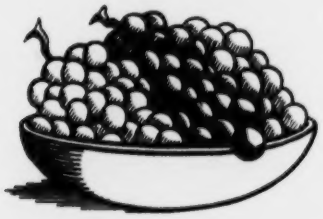
pudding

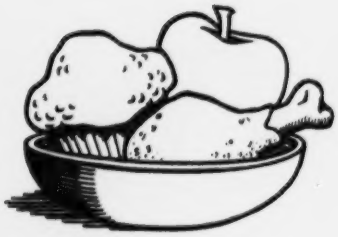
cottage cheese

NAME: _____

WHAT'S VARIETY?

Put an X over the bowl that shows variety.





WHO IS EATING A VARIETY OF FOODS?

Read the sentences. Is Crystal or Juan the healthy eater who is practicing variety?

✓ *Check the correct box*

☐ Crystal loves peanut butter and jelly sandwiches. So Crystal ate a peanut butter and jelly sandwich for lunch on Monday. She ate another peanut butter and jelly sandwich for lunch on Tuesday. She also ate peanut butter and jelly sandwiches for her lunches on Wednesday, Thursday, and Friday. Yum! Yum! Yum! Crystal really thinks peanut butter and jelly sandwiches are delicious.

☐ Juan also likes peanut butter and jelly sandwiches, so he ate one for lunch on Monday. On Tuesday though, Juan ate a chicken leg for lunch. For his lunch on Wednesday, Juan tried spaghetti. On Thursday, Juan ate a hamburger for lunch. And Juan just couldn't wait to eat Friday's lunch, a bean burrito. Yum! Yum! Yum! Juan gives all sorts of foods a taste.

HEALTHY EATER'S PLEDGE

I'm going to try to eat
a wide variety of foods
from the Five Food Groups
every single day
so I can
be healthy
have energy
and grow up tall and strong.

NAME: _____

"Gonna Be Healthy" Song

(Music: **"Oh Susannah"**)

Oh I'm gonna tell you a secret
So you'll grow up tall and strong
If you follow my directions
Then you never will go wrong

Chorus

The Five Food Groups
And variety
Eat a little of this
Try a little of that
And you'll always be healthy

Oh I eat from the Five Food Groups
So I'm filled with energy
I try to give new foods a taste
To practice variety

Chorus

The Five Food Groups
And variety
Eat a little of this
Try a little of that
And you'll always be healthy

To always eat the same old foods
Is boring as can be
I give new foods a taste test
To practice variety

Chorus

The Five Food Groups
And variety
Eat a little of this
Try a little of that
And you'll always be healthy

Oh there's lots of foods to pick from
That can fill up my tummy
I'm gonna give 'em all a try
Variety's for me

Chorus

The Five Food Groups
And variety
Eat a little of this
Try a little of that
And you'll always be healthy

If you always eat the same old foods
You won't grow up healthy
So try to give new foods a taste
And practice variety

Chorus

The Five Food Groups
And variety
Eat a little of this
Try a little of that
And you'll always be healthy

Healthy Choices For Kids Start At Home

Dear Parent,

Our class is about to start a nutrition education program called **"Healthy Choices for Kids."** This program is based on the new U.S. Dietary Guidelines. We will be learning about **Guideline #1: Eat a Wide Variety of Foods** from the Five Food Groups. We will also be learning why it's important to give new foods a try.

Through stories, songs, and chants, the children will learn that they need to eat from the Five Food Group foods to:

1) Be healthy
2) Grow up tall and strong
3) Have energy for school and play

Be sure to ask your child to tell you about the different food groups we're studying and to sing the **"Gonna Be Healthy" Song** for you.

We are also going to build a **Healthy Eaters' Wall**. We need pictures of foods from the Five Food Groups. You can help by saving the food pictures from your empty food cans and containers for us.

Some of our activities may involve food tasting, so **please let me know** if your child has food allergies or is restricted from eating any foods.

I also need volunteers to help set up a tasting party, and to find guest speakers. I'm looking for people who know about food, or who work in a food industry, like a baker, grocery store owner, vegetarian, farmer, etc., to talk to the class. Let me know if you'd like to help.

Since you're the main teacher in your child's life, I've passed along some tips from the growers of Washington state apples on how to include more variety in your child's diet.

Sincerely,

U.S. DIETARY GUIDELINE #1: "EAT A WIDE VARIETY OF FOODS"

Variety means different kinds. Each food group carries nutrients that are not found in large amounts in the other food groups. **Children tend to get into favorite food ruts.** If your child doesn't eat a variety of foods he/she may miss out on nutrients for growth, energy, and health.

The nutrients your child (and you) need are in the Five Food Groups. Every day, try to include these foods:

Food Group:	Servings Per Day	Examples:
Grains	6-11	Rice, pasta, breads, tortillas, cereals, pancakes, crackers, taco shells, pizza crust
Vegetables	3-5	Potatoes, corn, tomato sauce
Fruits	2-4	Apples, strawberries, juices
Dairy	2-3	Milk, yogurt, cheese
Meat	2-3	Beef, pork, chicken, fish, nuts, eggs, beans

Notice the above list does not include any sugar, fat, or foods with oil or gravy. These are **EXTRA FOODS** that add calories (energy) and flavor to our meals, but have little nutritional value. Such foods should be used in small amounts. People who eat these foods **instead of** some of the Five Food Groups may have poor nutrition.

What you can do to increase variety at home:

- Have a rule that everyone has to at least taste new foods. However, if someone doesn't like the food, he/she shouldn't be forced to eat it.
- Offer only one new food at a meal.
- Serve vegetables the way kids prefer them: raw or cooked until just tender.
- Have your child help you select and prepare foods. Kids tend to eat foods they help make.
- Don't serve only your children's favorite foods. Keep them on the menu, but make sure there are other foods to try, too.
- Set a good example with your own eating habits.

NOTES

NOTES

NOTES

Help Us Help You . . .

Your comments will help us produce quality nutrition education materials.

1. Have you used the "Healthy Choices for Kids" nutrition education kit with children?
❑ Yes. I used it with children in grade(s) _____. ❑ No ❑ Other use _____

2. Please rate our kit.	Excellent		Average		Poor		Excellent		Average		Poor
Instructional value	5	4	3	2	1	Quality of activities	5	4	3	2	1
Age-appropriateness of content	5	4	3	2	1	Quality of illustrations	5	4	3	2	1
Fit with grade-level curriculum	5	4	3	2	1	Ease of teacher preparation	5	4	3	2	1
Appeal to children	5	4	3	2	1						

3. Have you loaned or shared the "Healthy Choices for Kids" kit with other teachers? Yes ❑ No ❑

4. Do you plan to use the kit in the future? Yes ❑ No ❑

5. Where is your school located? Rural ❑ Suburban ❑ City/Urban ❑

6. What percentages of ethnic groups are represented by children in your classroom?
_____% African-American _____% American Indian _____% Asian _____% Hispanic _____% Caucasian _____% Other

SPECIAL GIFTS FOR THE TEACHER (Check one or both)
❑ I will send a letter explaining the creative ways I have used the kit. Please send me a special gift.
❑ I am interested in completing a comprehensive evaluation form on the program. Upon completion, you can send me a special gift.

Don't forget to put your full name and address on front of this card.

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Don't forget to put your full name and address on front of this card.

Name

School/Phone No.

Street Address

City/State/ZIP

Thank you for paying the postage

The Growers of Washington State Apples
P.O. Box 550 — HC-Eval-1
Wenatchee, WA 98807

Name

School/Phone No.

Street Address

City/State/ZIP

Thank you for paying the postage

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P.O. Box 550 — HC-Eval-1
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Wenatchee, WA 98807

Healthy Choices for Kids
"EAT A WIDE VARIETY OF FOODS"
Nutrition Education Program

Dietary Guidelines for Americans

- **Eat a variety of foods**
- **Maintain healthy weight**
- **Choose a diet low in fat, saturated fat, and cholesterol**
- **Choose a diet with plenty of vegetables, fruits, and grain products**
- **Use sugars only in moderation**
- **Use salt and sodium only in moderation**
- **If you drink alcoholic beverages, do so in moderation**

1990 U.S. Department of Agriculture
1990 U.S. Department of Health and Human Services

About the Authors

Marianne King holds an Ed.D. in Curriculum Development from Loyola University. Dr. King was Director of Materials and Program Development for the National Dairy Council and Director of Curriculum and Planning for the Chicago Consortium of Colleges and Universities. She also conducts "How To" workshops on Developing Materials and Instructional Strategies.

Joan Walsh holds a Ph.D. in Nutrition and Food Science from Utah State University. Dr. Walsh is Clinical Associate Professor of Family Practice, School of Medicine, University of California, Davis, and Clinical Nutritionist, Department of Family Practice, San Joaquin General Hospital, Stockton, California. Dr. Walsh has been a registered dietitian since 1974.

If you'd like to order additional copies of
HEALTHY CHOICES FOR KIDS,
or need more information, please contact:

The Growers of Washington State Apples
c/o Healthy Choices Nutrition Education Program
P.O. Box 550
Wenatchee, Washington 98807

Phone: (509) 663-9600
Fax: (509) 662-5824

HEALTHY CHOICES FOR KIDS is part of the
HEALTHY CHOICES FOR AMERICA program.

HEALTHY CHOICES FOR AMERICA, an umbrella program targeted at improving the health and nutrition of all Americans, is an expansive nutrition education program sponsored by the growers of Washington state apples.

PRINTED ON RECYCLED PAPER

The best way to recycle is to pass along or photocop this program for another teacher.

LEVEL 3

CHAPTER 1
EAT A WIDE VARIETY OF FOODS

Nutrition Education Program based on the 1990 U.S. Dietary Guidelines

8/03/96

Provided by the Growers of Washington State Apples

BEST COPY AVAILABLE

Overview of U.S. Dietary Guideline #1: "Eat a Wide Variety of Foods" Level Units

Level	Unit Organizer	Teacher Materials	Student Materials
1	Through stories and songs, children learn the benefits of eating a variety from the Five Food Groups.	- "What's To Eat?" Story - Level 1 Parent Letter and Parent Tip Sheet - Food Fan Poster - Unit Teaching Plan	Two Work Sheets - Hand - Family Favorites Two Songs: - Five Food Groups - I Make Healthy Choices
2	Children get the opportunity to reinforce the key ideas of the first level unit and apply what they learn by building a **Healthy Eaters' Wall** and inviting guests to tour their creation.	- "What's To Eat?" Story - Level 2 Parent Letter and Parent Tip Sheet - Food Fan Poster - Unit Teaching Plan	Six Work Sheets: - Grain Group - Vegetable Group - Fruit Group - Meat Group - Dairy Group - Variety Song: - Gonna Be Healthy
3	Using games, songs, and other activities, children learn how the Five Food Groups team up to provide the nutrients needed for good health.	- Five Food Stars Figures - Food Alphabet Game - Spinner Master - Club Membership Card - Level 3 Parent Letter and Parent Tip Sheet - Food Fan Poster - Unit Teaching Plan	Three Work Sheets - Fantastic Five Food Stars - Variety - Fantastic Five Fan Club Membership Application Song: - Variety
4	Children learn about Combination Foods and the health benefits of Five Food Group foods by investigating a foreign country.	- Level 4 Parent Letter and Parent Tip Sheet - Food Fan Poster - Unit Teaching Plan	Five Work Sheets - All Mixed Up - Add Your Own - Making Great Combinations - Countries List - Food Immigrants
5	Students learn how the key nutrients contained in foods from the Five Food Groups keep them healthy, then use this knowledge to stage a play.	- Play Script - Level 5 Parent Letter and Parent Tip Sheet - Food Fan Poster - Unit Teaching Plan	Five Work Sheets - Places Good Enough to Eat - The Making of a Nation - Body Map - Special Assignments - Play Script Three Songs: - Five Food Groups - I Make Healthy Choices - Variety

Dear Educator:

By opening this kit, you've taken the first step toward improving the health of America's children. Recent figures show kids need all the help we can offer:

- The proportion of overweight children has increased by 50 percent in the past 20 years.
- Forty percent of children ages 5 to 8 have at least one coronary disease risk factor.

Educators have a major responsibility since kids learn 95 percent of their information on nutrition from school. The growers of Washington state apples have created "Healthy Choices for Kids" to help you. Our goal is to give you tools to teach your students about good nutrition.

"Healthy Choices for Kids" has four chapters based on the U.S. Dietary Guidelines—the first nutrition program to do so!

CHAPTER ONE: "EAT A WIDE VARIETY OF FOODS" (AVAILABLE 1992)

CHAPTER TWO: "CHOOSE A HEALTHY LIFESTYLE" (AVAILABLE 1993)

CHAPTER THREE: "EAT PLENTY OF FRUITS, VEGETABLES, AND GRAINS" (AVAILABLE 1994)

CHAPTER FOUR: "CHOOSE HEALTHY SNACKS" (AVAILABLE 1995)

Each chapter is available for levels one through five. We use the word "level" so that all elementary grade school students can use the program—it's up to you to decide which level is most appropriate.

Each level is its own special unit—complete with activities and work sheets—that introduces the Dietary Guidelines in developmentally appropriate ways. Lesson plans can be used as is or adapted. This symbol (TEACHER NOTE) offers ideas on how to expand the program. Content also supports subjects such as science, health, social studies, and language arts. The chart on the left shows unit organizers, as well as teacher and student materials for each level.

Healthy eating can be taught in school, but habits are formed at home. So each level contains pieces for students to take home.

The "Healthy Choices for Kids" program is part of an overall health program called "Healthy Choices for America." All programs are dependent on funds provided by the growers of Washington state apples. To keep the "Healthy Choices for Kids" program running, we must show that our materials are being used. ***Please complete the reply card in the back of this kit.*** Let's keep this program going!

Sincerely,

Vicky Scharlau

Vicky Scharlau
Vice President, Washington Apple Commission

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GETTING STARTED

Objectives:

- *Introduce the Five Food Groups*
- *Introduce U.S. Dietary Guideline #1: Eat a Wide Variety of Foods*

TEACHER NOTE *It is important to encourage young children to try new foods. Take advantage of every opportunity to reinforce the importance of tasting different foods as you teach the unit.*

TEACHER MATERIALS . . . Found in your packet:

- Food Fan Poster
- Three Work Sheet Masters:
  - Fantastic Five Food Stars
  - Variety
  - Fantastic Five Fan Club Membership Application
- Master for a set of Mini Fantastic Five Food Stars figures
- Master for the Food Alphabet Game Board
- Master for **Pointers** to use on the Food Alphabet Game Board
- Master for the Fantastic Five Fan Club Membership Card
- Support Materials:
  - **Overview of Guideline #1 Level Units**
  - **Table of Contents**
  - **Getting Started**
  - Parent Letter
  - Parent Tip Sheet
  - **User Evaluation**

TEACHER MATERIALS . . . To obtain:

- Flip chart paper or other type of large sheets of paper
- Large sheets of construction paper in Five Food Group colors: red, green, blue, orange, and yellow (Need enough sheets of each color to provide each student with five or six three-inch blocks of each color.)
- Six or seven pieces of cardboard (Backs of old notebooks/note pads will work.)
- Brad fasteners to attach **Pointers** to the game boards
- Markers or crayons
- Envelopes (one for each student)
- Five to six inches of yarn or twine for each student (Key chains or shoelaces will also work.)
- Optional: Music for the tune **"Old MacDonald."**
- Optional: Five popsicle sticks and/or five pieces of styrofoam.

STUDENT MATERIALS . . . To obtain:

- Pencils, markers, and/or crayons
- Scissors, paste, or glue
- Five or six three-inch blocks each of red, green, blue, orange, and yellow construction paper
- At least two magazines and/or newspapers that have food ads
- Piece of yarn
- Envelope

STARTING THE UNIT

- Read entire unit.
- Obtain necessary materials.
- Determine which **Optional Activities** you want to work into the unit.
- Review the student work sheets and directions for the Food Alphabet Game.
- Determine student groupings and make a score sheet for playing the **Food Alphabet Game Lesson Plan** (page 8).

OPTIONAL ACTIVITY

Food Tournament

After students have completed the unit, set up a **Room Tournament** for the Food Alphabet Game. Establish teams and let students play team matches to determine a Champion Team. Then, set up single tournament pairings and let students play as individuals to determine a Singles Champion. If you've never seen a tournament schedule, ask the Physical Education teacher to help you set up and prepare a tournament schedule for the game.

FIVE FOOD GROUPS REVIEW

TO DO AHEAD

- Make a copy of the **Fantastic Five Food Stars Work Sheet** for each student.
- Prepare for Step #8 by doing the following:
  - Determine the number of groups in your classroom.
  - Make the following sheets out of large paper (flip chart paper would be ideal). Make enough so each group will have a choice in picking an assignment. Be sure all Five Food Groups are represented. Make sheets with the (*) first. Prepare a "master sheet" listing all the assignment sheets you made.

For **Grain Group**, write:	For **Fruit Group**, write:	For **Vegetable Group**, write:	For **Meat Group**, write:	For **Dairy Group**, write:
* Types of bread	* Types of fruit (specify by color)	* Types of orange vegetables	* Types of fish	* Types of milk
Types of cereal	Types of fruit juices	* Types of green vegetables	* Types of meats	* Types of cheese
Types of crackers	Types of apples		* Types of beans	* Types of food made with milk
Types of muffins			Types of nuts	
Types of noodles				

- Make a copy of the **Parent Tip Sheet** for each student.
- Duplicate the **Teacher Letter**. Sign and date the duplicate. Make enough copies to attach to the **Parent Tip Sheets**.

1. Discuss what a club is. Ask students if they've heard of a fan club. If students are unfamiliar with the term, explain that a fan club is an organization of people who really admire someone or something. Provide examples: fan clubs for movie stars, singers, sports figures, or cartoon stars.

2. Explain that students will learn about **The Fantastic Five Fan Club.** Ask students:
   - How many of you are interested in growing to be as tall as you can be?
   - How many of you are interested in being healthy? Then you will be interested in **The Fantastic Five Fan Club.**
   - The Fantastic Five stands for the five groups of food that every body needs to eat to grow, have energy, and be healthy.

3. Distribute a copy of the **Fantastic Five Food Stars Work Sheet** to each student. Using the **Food Fan Poster,** reveal and discuss each food group, one at a time. Say to the students:
   - The first food group we'll be talking about is the Grain Group. Look at the five food celebrities on your work sheet. Which star represents the Grain Group?
     (Melba Toast.)
   - Have students fill in the blank on their work sheets.
     (Melba is the Food Star for the Grain Group.)

4. Use the **Food Fan Poster** and continue introducing the Grain Group foods by saying:
   - In real life, movie stars and rock stars have devoted "groupies."
   - Melba Toast also has followers.
   - Take a look at the foods on the fan. Besides Melba Toast, what are some of the other foods in the Grain Group? Call on students to identify all the foods illustrated on the **Food Fan Poster** for the Grain Group. Have the students write the names of Melba's grain groupies on their work sheets.

5. Introduce each of the other food groups using the same procedure:
   - Celery, which is short for Celery Stalk, from the Vegetable Group.
   - Ginger Gold, which is short for the Ginger Gold Apple, from the Fruit Group.
   - Chuck, which is short for Chuck Steak, from the Meat Group.
   - Jack, which is short for Monterey Jack Cheese, from the Dairy Group.
   - As students identify the food group that each **Food Star** is associated with, have them write the name of the food group the **Food Star** represents to complete the sentence on their work sheets. Then have them write the names of the **Food Star's** food groupies that are illustrated on the **Food Fan Poster**.

6. Help students understand the importance of all Five Food Groups. Say:
   - It is important to know all the food groups.
   - It's also important that you eat something from each food group every day.
   - Some people think that one food group is more important than another. That isn't true. All the food groups are important.
   - Each food group helps you stay healthy in a different way. You need to eat foods from all Five Food Groups every day to grow, have energy, and get the nutrients you need to stay healthy.

7. Help students understand there is an enormous variety of foods within each of the Five Food Groups. Say to students:
   - On the **Food Fan Poster**, you only see six or seven different foods in each food group. Does that mean those are the only foods in this food group?
     (No.)
   - These foods are only a sample of a few of the kinds of foods in each group. I'm going to ask you to work in small groups. Each group will pick a food and do three things.
   - First, each group will make a list of at least five different varieties of that food . . . like five different types of fish or five different types of bread.
   - Second, write down the name of the food group your food comes from on your work sheet.
   - Third, next to the food group name, write the name of the **Food Star** from **The Fantastic Five Fan Club** that represents that group.

8. Divide the class into small groups of two to four. Post the **Master Sheet** (listing all the assignments) that you prepared ahead of time. Read (or have students read) the list out loud. Have each group select a food and give them the corresponding sheet to work on. Remind students to write in large, legible print.

TEACHER NOTE *For advanced or quick-working groups, increase the number of foods they must identify. Or, give them additional sheets to complete.*

9. While the children are working on their assignment, divide the chalkboard into five sections. Write the name of each food group in a section.

10. When groups have completed their assignment, have them post their lists in the space corresponding to the food group in which their food belongs. Review each group's list with the class and add foods that other students suggest. When the entire activity is done, ask students:
    - Are there a lot of different foods or only a few foods in each food group?
      (Lots of different foods.)
    - Sometimes you may hear adults talking about getting a lot of "variety" from the foods they eat. What do you think they're talking about?
      (Eating many different foods.)
    - To grow, have energy, and be healthy, you need to become a fan of the Five Food Groups. This means that every day you must try to eat a wide variety of foods.
    - In a couple of days, we're going to talk more about becoming a member of the **Fantastic Five Fan Club.** You're going to learn more about the fan club rules and how you can become a member.

11. Distribute the **Parent Letter** and **Parent Tip Sheet**. Remind students to ask their parents for old magazines that have pictures of food.

12. End the session by doing a quick check for understanding. Go around the room, and give each child the name of a **Food Star**, and have the student name a food that belongs to the **Food Star's** group.

INTRODUCTION TO THE FOOD ALPHABET GAME

TO DO AHEAD

- Make two copies each of the **Mini Fantastic Five Food Stars** and one copy of the **Food Alphabet Game** on heavy stock paper.
- Cut out the **Pointers**. Use a brad fastener to attach the **Pointers** to the **Food Alphabet Game Board**. Attach the **Pointers** loosely, so they will spin.
- Draw the **Food Alphabet Game** on the chalkboard, large enough so all students can see it.
- Color two sets of the **Mini Fantastic Five Food Stars**.
- Cut around the outline of one set, as is. Use this set as markers for your game board.
- Glue one set on cardboard and cut around their outline. These will be used to create a "mascot" for each team. To make the **Food Stars** stand, you might choose one of these techniques:
  - Insert the **Food Stars** into a styrofoam base or glue a **Food Star** to a popsicle stick and place the stick in the styrofoam.
  - Attach a stand to the back of a **Food Star** to prop the figure up.
- Make a copy of the **Fantastic Five Fan Club Membership Application** and the **"Variety" Song Work Sheets** for each student. The **"Variety" Song** is sung to the tune of **"Old MacDonald."**

INTRODUCING THE FOOD ALPHABET GAME

1. Quickly review the names of the Five Food Groups and the foods included in each group. As students identify each food group, post the figure for the corresponding food celebrity on the chalkboard.

2. Explain to students that today they're going to play a new game that is a favorite among the **Five Food Stars** — the **Food Alphabet Game**.

3. Divide the class into five teams and assign them **Food Stars'** names. Give each team one of the **Food Star** markers or "mascots" that you prepared. Explain the rules for the **Food Alphabet Game** as follows:
   - The object of the game is to get your **Food Star** around the board gaining as many points as possible.
   - The different squares on the game board are worth points. You spin the **Number Wheel** to find out how many spaces to move your marker. When you land on the square, you have to name a food that begins with that letter in order to collect the points listed on the square.

4. Tell the class about the **Doubling Option** and **Flavors**.

DOUBLING OPTIONS

- To double your points, you have to say "I want to double" **before** you spin. If you choose to double, you first spin the **Five Food Group Wheel** to determine the food group. Then, you spin the **Number Wheel** to determine the number of spaces to move your marker. Now when you land on the square, you have to name a food in your food group that begins with the letter you've landed on. If you do, you get double the points on the square. For example, you are on start. You say, "I want to double." You spin the **Five Food Group Wheel** and get the Grain Group. Then you spin the **Number Wheel** and get a four. You land on the letter "D" square. Now you have to name a Grain Group food that starts with the letter "D" to collect 10 points.

- Can anyone name a Grain Group food that begins with the letter "D"?
  (Dumplings.)

FLAVORS

- You can also name **Flavors**. For example, if you doubled, got Dairy Group, and landed on "S," you could name "strawberry yogurt."
- However, you must name foods that really exist and that people can actually buy and eat.

5. Play a couple of sample rounds with the class. Then, play the game involving the student teams and keep score. When the game is over, tell students that they'll be playing this game again. So, for the next few days, they should be on the lookout for names of foods starting with the various letters of the alphabet.

6. Distribute the **"Variety Song" Work Sheets** to students. Have the students complete the definition for variety. Teach the students the song.

7. After the class can sing the song, continue by saying:
   - Today you are going to have the opportunity to become members of the **Fantastic Five Fan Club**.
   - There are only two rules you have to follow to become a member of this club:
     - The first rule is: "Every day eat something from each of the Five Food Groups."
     - The second rule is: "Eat different foods from each food group . . . Try a little of this. Taste a little of that."
   - Everyone who becomes a member of the fan club gets a special membership card and a little membership present.

8. Distribute the **Fantastic Five Fan Club Membership Application Work Sheets** to the class. Give the students sufficient time to complete the applications. Collect the completed application forms.

FOOD COLLECTION

TO DO AHEAD

- Collect magazines that contain pictures of food as well as newspaper food ads. Have at least twice the number of publications as you have students.
- Make a set of the **Mini Fantastic Five Food Stars** for each student. Run the copies on a heavier stock of paper. The students will be using the figures to separate the food groups.
- Get an equal number of sheets of construction paper in the Five Food Group colors: red, blue, green, yellow, and orange.
- Cut the construction paper into 3" squares or 2"x 3" rectangles. Have six blocks of each color available for each student.
- Punch a hole at one end of each color block so it can be strung, or, have several hole punchers available for students to use.
- Cut a 6" piece of yarn for each student. Knot one end of the yarn or have students bring key chains or old shoelaces from home to use instead.
- Write the following directions for assembling the **Fantastic Five Fan Club Food Collection** on the chalkboard:

  DIRECTIONS FOR ASSEMBLING FOOD COLLECTION

  1. **Cut out pictures of food.**
  2. **Paste pictures on your food group color blocks.**
  3. **Call me to check your food cards.**
  4. **Cut out and color the Mini Fantastic Five Food Stars.**
  5. **Punch holes in Food Stars and food cards.**
  6. **Put the completed food cards behind their Food Stars.**
  7. **String the food cards and tie the ends of the yarn together.**
- Make a **Fantastic Five Fan Club Food Collection** so you have a sample to show to the class.
- Get a standard-size envelope for each child.

MAKING A FOOD COLLECTION

1. Begin the lesson with a review of the past two sessions. Give students questions like:

   What is a food from the Meat Group that starts with the letter "B"?

   What is a food from the Fruit Group that starts with the letter "R"?

   As part of the review, have students sing the **"Variety" Song**.

2. Explain to students that when people belong to a fan club, it is very common for them to learn all about the stars and their groupies. Fans even have collections of all sorts of items about their favorite celebrities. They also carry around pictures of their favorite stars. Today they're going to have a chance to make their own food collections.

3. Show students the sample **Fantastic Five Fan Club Food Collection** that you prepared. Explain the activity to students by saying:
   - First you'll be looking through magazines and newspapers for pictures of foods from each of the Five Food Groups. The food pictures you choose will have to be small enough to fit on this block of paper. Try to find a variety of foods.
   - What does variety mean? *(Different kinds.)*
   - You will get five blocks of five different colors of paper, for a total of 25 blocks of paper. As you find pictures of groupies for each of the **Food Stars**, you will cut the food pictures out of the magazine and glue them onto these blocks of paper.

4. Review the food group colors by asking:
   - What foods go on the orange paper? *(Fruit.)*
   - What foods go on the green paper? *(Vegetables.)*
   - What foods go on the blue paper? *(Dairy.)*
   - What foods go on the yellow paper? *(Grain.)*
   - What foods go on the red paper? *(Meat.)*

5. Continue giving the students the directions:
   - After you've found at least four different foods from each food group, raise your hand. I'll check your foods then give you a work sheet with mini pictures of the **Food Stars**. You will color the **Food Stars**, cut them out, and use the hole punch to make a hole where the dot is.
   - The last thing you'll do is assemble your food collection. Decide which **Star** will go on first. Let's say it's Ginger Gold. String Ginger Gold, followed by all the fruits glued to orange paper. Let's say Monterey Jack Cheese is next. String Monterey Jack and place all the dairy foods on blue sheets of paper behind him.

6. Because of the length and complexity of the assignment, review the beginning step once again as you pass out materials to students. Alert the students to the directions for the assignment on the chalkboard.

TEACHER NOTE *Post the **Food Fan Poster** in a prominent spot to help students keep track of which foods go on which color block.*

7. At the end of the session, collect the food cards. To avoid getting the students' food collections mixed up, give each child an envelope. Have the students write their names on the outside of the envelopes and place their completed food collections inside.

TEACHER NOTE *The food collections will be returned to students during the **Writing Letters to the Fantastic Five Fan Club Lesson Plan**.*

LESSON PLAN — PLAYING THE FOOD ALPHABET GAME

TO DO AHEAD

- Prepare enough copies of the **Food Alphabet Game Board** and the **Pointers** so that students can play in groups of three or four. Color the **Food Group** and **Number Wheels**. If possible, laminate the game boards, or duplicate onto heavy stock paper.
- Prepare a set of the **Mini Fantastic Five Food Stars Figures** for each small group so students can use the celebrities as their markers. Or, have students prepare their own. Make copies of the **Mini Fantastic Five Food Stars Figures Work Sheet** for each group.
- Attach the **Pointers** to the wheels with brad fasteners. Attach loosely so the **Pointers** will spin.
- Make up a score sheet so you can track the answers of the players.

OPTIONAL ACTIVITY

- Hold a **Food Alphabet Tournament**. See **"Getting Started,"** page 3, for instructions.

PLAYING FOOD ALPHABET GAME

1. Use the **Food Fan Poster** to do a quick review of the Five Food Groups.

2. Divide students into small groups of three or four. Give each group a copy of the **Mini Fantastic Five Food Stars Figures Work Sheet**. Have each player select and color a **Food Star** for use as a game marker.

3. When the students' markers are ready, review the rules for the **Food Alphabet Game**.

4. Explain to the groups that they're going to play the game on their own. Remind them that the object is to score points. Give each group a game board and a score sheet. Have the groups select a scorekeeper. Remind the scorekeeper to write down the players' answers as well as the score.

5. Have the students spin the **Number Wheel** to determine who starts the game. Highest number starts. Players then take turns going in a clockwise direction. Tell them if they have questions or want to challenge a player's answer, they should signal you by raising a hand. You're going to serve as referee.

6. Let the groups play the **Food Alphabet Game** independently. If time and interest allow, let students play more than one round of the game. Be sure to collect the score sheets.

7. Set up new groups of students. Place the highest scorers of each group together. Let them play a round. Or, start the **Food Alphabet Tournament** if you've decided to implement this option.

WRITING LETTERS TO THE FANTASTIC FIVE FAN CLUB

TO DO AHEAD

- Duplicate and fill in a **Membership Card** for each student in the **Fantastic Five Fan Club.**
- Have a **Food Wheel** with **Pointer** ready to use in Step #5.

1. Begin this unit by singing the **"Variety" Song.**

2. Ask each student to complete the following sentence:
   - The neatest thing I've learned about food is _____.

3. Congratulate all the students on being accepted into the **Fantastic Five Fan Club.** Distribute the students' individual **Membership Cards**. Return the **Fantastic Five Fan Club Food Collections** to the students.

4. Review the two rules of the **Fantastic Five Fan Club:**
   - Eat something from each of the Five Food Groups every day.
   - Eat new foods. Try a little of this. Taste a little of that.

5. Have students pair up with a partner. Spin the **Food Wheel Pointer** from the **Food Alphabet Game**. Tell students what food group it landed on. Ask students to take a second to think of one of their favorite foods from that food group. After about ten seconds, ask them to turn to their partner and share their favorite food. Do this several times so that students share a favorite food from each food group with their partner.

6. Have students write a short fan letter to one or more of the **Fantastic Five Food Stars.** Explain:
   - One thing that many people who belong to fan clubs do is write fan letters to their favorite star or stars.
   - Think about the **Fantastic Five**. Who is your favorite star? Celery Stalk? Chuck Steak? Ginger Gold? Melba Toast? Monterey Jack Cheese? All of them?
   - Your assignment today is to write a letter to one or more of these **Food Stars**. Tell them why you like them. And tell them why you want to be a member of the **Fantastic Five Fan Club.**

7. Give students time to complete their letters. Have students read their letters out loud to the class.

TEACHER NOTE

"Healthy Choices for Kids" is totally dependent on funds donated by the growers of Washington state apples. Because this is a grower-funded program, we need to justify costs by showing that our materials are being used. To keep this program going, it's important that you let us know you are using our materials. Do so by returning the reply card at the back of this unit to:

Washington Apple Commission
Healthy Choices for Kids
P.O. Box 550
Wenatchee, Washington 98807

FANTASTIC FIVE FOOD ST★RS

MELBA TOAST is the Food Star for the _____

Groupies _____

_____

CELERY STALK is the Food Star for the _____

Groupies _____

_____

GINGER GOLD is the Food Star for the _____

Groupies _____

_____

CHUCK STEAK is the Food Star for the _____

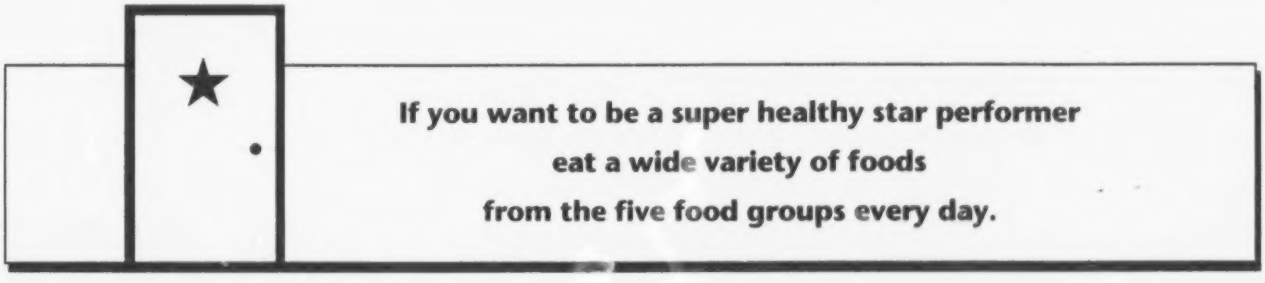
Groupies _____

_____

MONTEREY JACK CHEESE is the Food Star for the _____

Groupies _____

_____



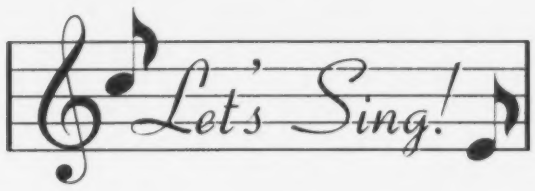
NAME: _____

For A Quick Review . . .
The Five Food Groups Are:

1. _____
2. _____
3. _____
4. _____
5. _____

Let's Write About Variety!

Variety means



"Variety" Song

(Music: **"Old MacDonald"**)

When you think of foods to eat
Think variety
Every food has different things
So think variety
Try a little of this
Taste a little of that
Get nutrients here
And nutrients there
When you think of foods to eat
Think variety

Grain Group foods are good to eat
They keep us healthy
Lots of flavors, lots of treats
They keep us healthy
With a chomp, chomp here
And a chomp, chomp there
Here chomp, there chomp
Everywhere a chomp, chomp
Grain Group foods are good to eat
They keep us healthy

Vegetables are good to eat
They keep us healthy
Lots of flavors, lots of treats
They keep us healthy
With a munch, munch here
And a munch, munch there
Here munch, there munch
Everywhere a munch, munch
Vegetables are good to eat
They keep us healthy

Fruit Group foods are good to eat
They keep us healthy
Lots of flavors, lots of treats
They keep us healthy
With a crunch, crunch here
And a crunch, crunch there
Here crunch, there crunch
Everywhere a crunch, crunch
Fruit Group foods are good to eat
They keep us healthy

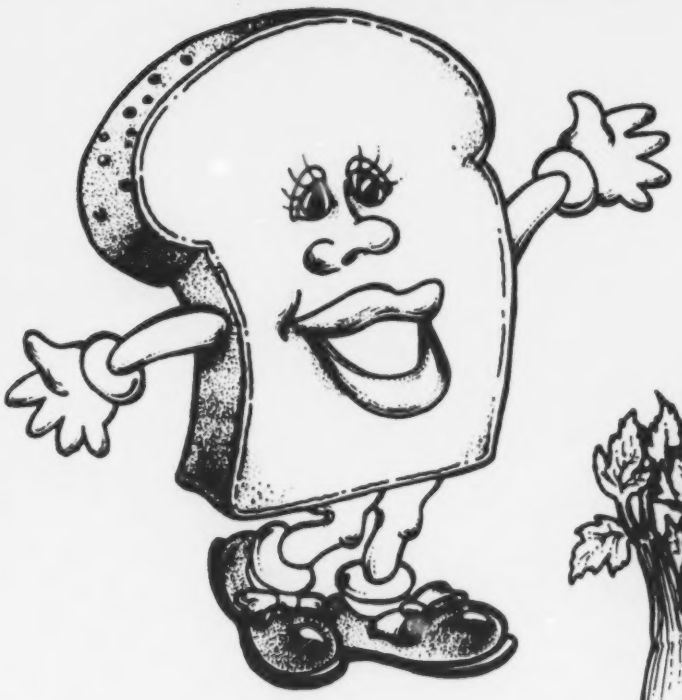
Meat Group foods are good to eat
They keep us healthy
Lots of flavors, lots of treats
They keep us healthy
With a chew, chew here
And a chew, chew there
Here chew, there chew
Everywhere a chew, chew
Meat Group foods are good to eat
They keep us healthy

Dairy foods are good to eat
They keep us healthy
Lots of flavors, lots of treats
They keep us healthy
With a sip, sip here
And a sip, sip there
Here sip, there sip
Everywhere a sip, sip
Dairy foods are good to eat
They keep us healthy

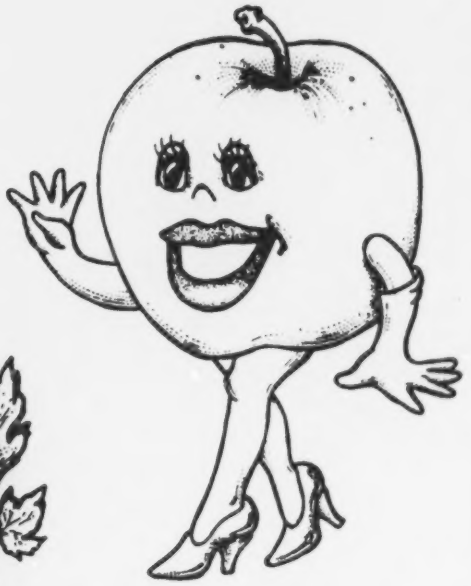
When you think of foods to eat
Think variety
Every food has different things
So think variety
Try a little of this
Taste a little of that
Get nutrients here
and nutrients there
When you think of foods to eat
Think variety

NAME: _____

the FANTASTIC FIVE FOOD ST★RS

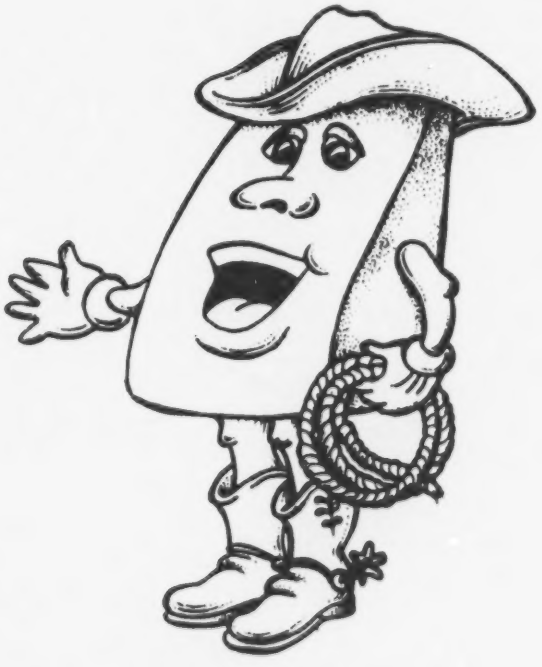


Melba Toast

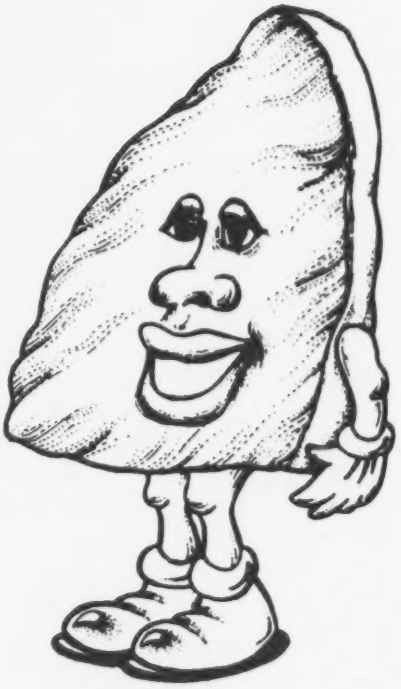


Ginger Gold

Celery Stalk



Monterey Jack Cheese



Chuck Steak

NAME: _____

Food Alphabet Game

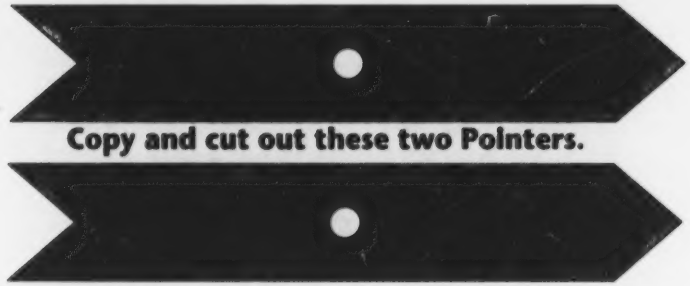
Number Wheel

Food Group Wheel

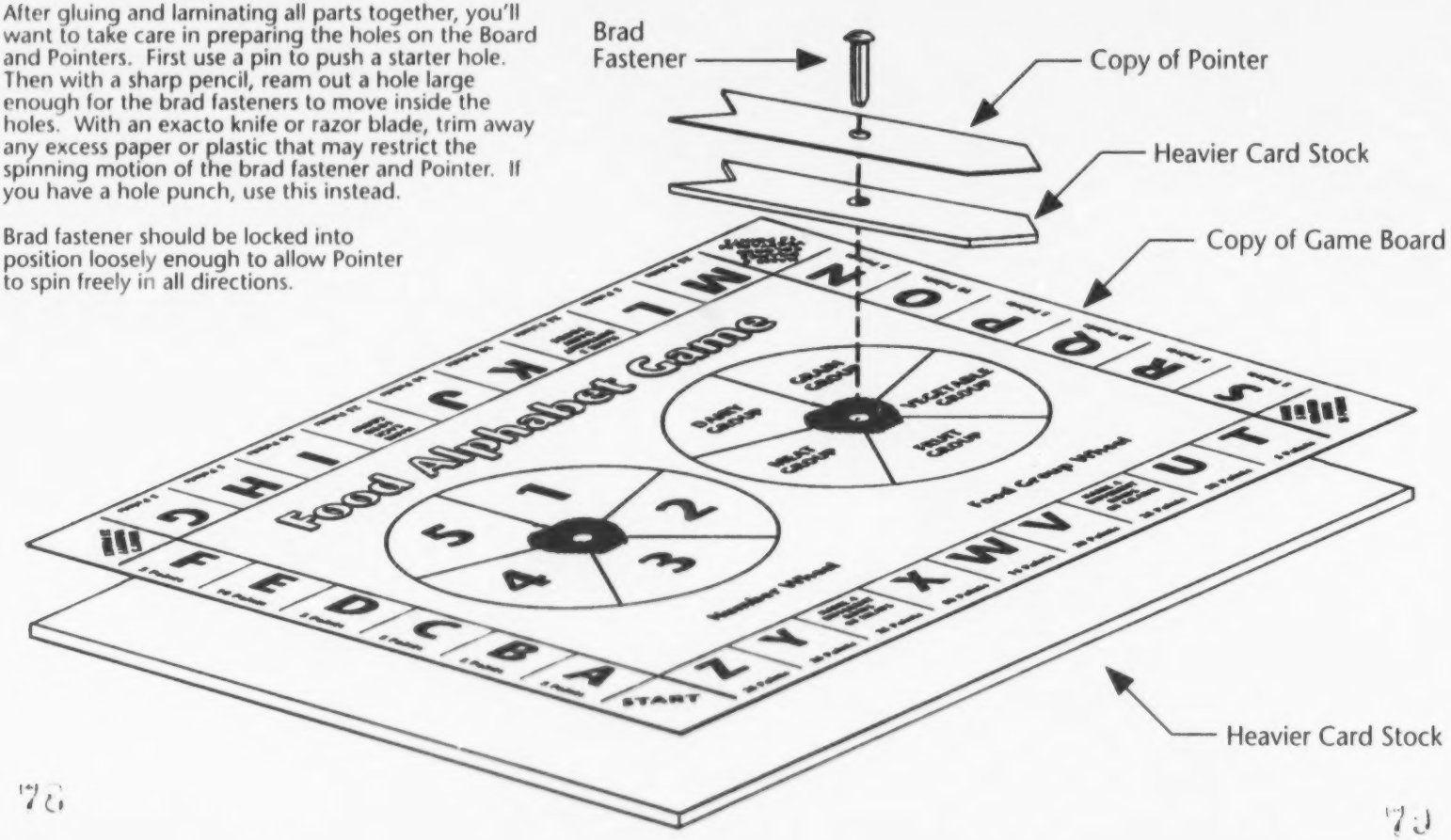
START	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R	S	NAME 5 ORANGE-COLORED VEGETABLES 15 Points
	5 Points	5 Points	5 Points	5 Points	10 Points	5 Points	WHAT'S VARIETY? 25 Points	5 Points	10 Points	25 Points NAME EACH FOOD GROUP	10 Points	10 Points	25 Points NAME 3 DIFFERENT KINDS OF DAIRY GROUP FOODS	5 Points	5 Points	10 Points	10 Points	20 Points	5 Points	5 Points	
Z	Y	NAME 4 DIFFERENT KINDS OF MEAT GROUP FOODS	X	W	V	NAME 4 DIFFERENT KINDS OF GRAIN GROUP FOODS	U	T	NAME 5 RED-COLORED FRUITS 15 Points												
25 Points	25 Points	25 Points	50 Points	15 Points	20 Points	25 Points	50 Points	5 Points													

GAME BOARD HINTS:

1. Make a (same size) copy on your copy machine of both masters for the food Alphabet Game Board and for Pointers. Enlarge them if your copier will handle 11" x 17" paper (this size will need to be trimmed at one end to 11" x 14-1/2").
2. Copy the Game Board on heavy stock paper.
3. You may want to glue Game Board and Pointers to heavier card stock for stiffness.
4. Also, the Game Board and Pointers can be laminated for added protection and stiffness.
5. After gluing and laminating all parts together, you'll want to take care in preparing the holes on the Board and Pointers. First use a pin to push a starter hole. Then with a sharp pencil, ream out a hole large enough for the brad fasteners to move inside the holes. With an exacto knife or razor blade, trim away any excess paper or plastic that may restrict the spinning motion of the brad fastener and Pointer. If you have a hole punch, use this instead.
6. Brad fastener should be locked into position loosely enough to allow Pointer to spin freely in all directions.



Copy and cut out these two Pointers.



FANTASTIC FIVE FAN CLUB

MEMBERSHIP APPLICATION

NAME _____

To become a member of the Fantastic Five Fan Club, you must answer the following questions:

Melba Toast says, "Name three foods from the Grain Group that you like to eat."

✓ _____

✓ _____

✓ _____

Celery Stalk says, "Name three vegetables that you like to eat."

✓ _____

✓ _____

✓ _____

Ginger Gold wants to know, "What are three fruits you enjoy?"

✓ _____

✓ _____

✓ _____

Chuck Steak asks, "What are three Meat Group foods you ate last week?"

✓ _____

✓ _____

✓ _____

Monterey Jack Cheese will not let you in the club until you answer this question, "What are three foods from the Dairy Group that you like to eat?"

✓ _____

✓ _____

✓ _____

To be a member of this Fan Club you must make <u>two</u> promises. Read and answer each question.

1. Do you promise to eat something from each of the Five Food Groups every day? _____
2. Do you promise to try different foods from each food group whenever possible? _____

"Fantastic Five Fan Club" Membership Cards

☆☆☆☆☆ **"Fantastic Five Fan Club"** ☆☆☆☆☆

This is to certify that_____
is a member of the **Fantastic Five Fan Club**.

Members of the Fantastic Five Fan Club promise to:
Eat something from each of the five food groups each day.
Try new foods from each food group when possible.

- ☆ **Melba Toast**
- ☆ **Celery Stalk**
- ☆ **Ginger Gold**
- ☆ **Chuck Steak**
- ☆ **Monterey Jack Cheese**

_____
Teacher's Signature

_____
Date

☆☆☆☆☆ "Fantastic Five Fan Club" ☆☆☆☆☆

This is to certify that_____
is a member of the **Fantastic Five Fan Club**.

Members of the Fantastic Five Fan Club promise to:
Eat something from each of the five food groups each day.
Try new foods from each food group when possible.

- ☆ **Melba Toast**
- ☆ **Celery Stalk**
- ☆ **Ginger Gold**
- ☆ **Chuck Steak**
- ☆ **Monterey Jack Cheese**

_____
Teacher's Signature

_____
Date

☆☆☆☆☆ "Fantastic Five Fan Club" ☆☆☆☆☆

This is to certify that_____
is a member of the **Fantastic Five Fan Club**.

Members of the Fantastic Five Fan Club promise to:
Eat something from each of the five food groups each day.
Try new foods from each food group when possible.

- ☆ **Melba Toast**
- ☆ **Celery Stalk**
- ☆ **Ginger Gold**
- ☆ **Chuck Steak**
- ☆ **Monterey Jack Cheese**

_____
Teacher's Signature

_____
Date

☆☆☆☆☆ "Fantastic Five Fan Club" ☆☆☆☆☆

This is to certify that_____
is a member of the **Fantastic Five Fan Club**.

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Eat something from each of the five food groups each day.
Try new foods from each food group when possible.

- ☆ **Melba Toast**
- ☆ **Celery Stalk**
- ☆ **Ginger Gold**
- ☆ **Chuck Steak**
- ☆ **Monterey Jack Cheese**

_____
Teacher's Signature

_____
Date

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This is to certify that_____
is a member of the **Fantastic Five Fan Club**.

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Try new foods from each food group when possible.

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_____
Teacher's Signature

_____
Date

Healthy Choices For Kids Start At Home

Dear Parent,

Our class is about to start a nutrition education program called **"Healthy Choices for Kids."** This program is based on the new U.S. Dietary Guidelines. We will be learning about **Guideline #1: Eat a Wide Variety of Foods** from the Five Food Groups every day.

The **Fantastic Five Food Stars**—Melba Toast, Celery Stalk, Ginger Gold, Chuck Steak, and Monterey Jack Cheese—will help the class apply the key nutrition ideas learned in first and second grade. Using games, songs, and other fun activities, the children will learn how the Five Food Groups team up to provide the nutrients needed for good health.

The students are also going to make **Food Chains** of their favorite Five Food Group foods, so we need food pictures. You can help by sending in magazines that have food ads in them, supermarket food fliers, and newspapers with food advertisements.

Encourage your child to tell you about our nutrition activities. Ask about the **Food Alphabet Game** and about the **Fantastic Five Food Stars Fan Club**. Have your child sing the **"Variety" Song** for you.

Since you're the main teacher in your child's life, I've passed along some tips from the growers of Washington state apples on how to include more variety in your child's diet.

Sincerely,

Healthy Choices For Kids Start At Home

Parent tip sheet to help your kids stay healthy.

U.S. DIETARY GUIDELINE #1: "EAT A WIDE VARIETY OF FOODS"

Variety means different kinds. Each food group carries nutrients that are not found in large amounts in the other food groups. **Children tend to get into favorite food ruts**. If your child doesn't eat a variety of foods he/she may miss out on nutrients for growth, energy, and health.

The nutrients your child (and you) need are in the Five Food Groups. Every day, try to include these foods:

Food Group:	Servings Per Day	Examples:
Grains	6-11	Rice, pasta, breads, tortillas, cereals, pancakes, crackers, taco shells, pizza crust
Vegetables	3-5	Potatoes, corn, tomato sauce
Fruits	2-4	Apples, strawberries, juices
Dairy	2-3	Milk, yogurt, cheese
Meat	2-3	Beef, pork, chicken, fish, nuts, eggs, beans

Notice the above list does not include any sugar, fat, or foods with oil or gravy. These are **EXTRA FOODS** that add calories (energy) and flavor to our meals, but have little nutritional value. Such foods should be used in small amounts. People who eat these foods **instead of** some of the Five Food Groups may have poor nutrition.

What you can do to increase variety at home:

- Have a rule that everyone has to at least taste new foods. However, if someone doesn't like the food, he/she shouldn't be forced to eat it.
- Offer only one new food at a meal.
- Serve vegetables the way kids prefer them: raw or cooked until just tender.
- Have your child help you select and prepare foods. Kids tend to eat foods they help make.
- Don't serve only your children's favorite foods. Keep them on the menu, but make sure there are other foods to try, too.
- Set a good example with your own eating habits.

NOTES

NOTES

Help Us Help You . . .

Your comments will help us produce quality nutrition education materials.

1. Have you used the "Healthy Choices for Kids" nutrition education kit with children?
❑ Yes. I used it with children in grade(s) _____. ❑ No ❑ Other use _____

2. Please rate our kit.

	Excellent			Average	Poor		Excellent		Average		Poor
Instructional value	5	4	3	2	1	Quality of activities	5	4	3	2	1
Age-appropriateness of content	5	4	3	2	1	Quality of illustrations	5	4	3	2	1
Fit with grade-level curriculum	5	4	3	2	1	Ease of teacher preparation	5	4	3	2	1
Appeal to children	5	4	3	2	1						

3. Have you loaned or shared the "Healthy Choices for Kids" kit with other teachers? Yes ❑ No ❑

4. Do you plan to use the kit in the future? Yes ❑ No ❑

5. Where is your school located? Rural ❑ Suburban ❑ City/Urban ❑

6. What percentages of ethnic groups are represented by children in your classroom?
_____% African-American _____% American Indian _____% Asian _____% Hispanic _____% Caucasian _____% Other

SPECIAL GIFTS FOR THE TEACHER (Check one or both)
❑ I will send a letter explaining the creative ways I have used the kit. Please send me a special gift.
❑ I am interested in completing a comprehensive evaluation form on the program. Upon completion, you can send me a special gift.

Don't forget to put your full name and address on front of this card.

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Name

School/Phone No.

Street Address

City/State/ZIP

Thank you for paying the postage

The Growers of Washington State Apples
P.O. Box 550 — HC-Eval-1
Wenatchee, WA 98807

Name

School/Phone No.

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Thank you for paying the postage

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Healthy Choices for Kids
"EAT A WIDE VARIETY OF FOODS"
Nutrition Education Program

Dietary Guidelines for Americans

- **Eat a variety of foods**
- **Maintain healthy weight**
- **Choose a diet low in fat, saturated fat, and cholesterol**
- **Choose a diet with plenty of vegetables, fruits, and grain products**
- **Use sugars only in moderation**
- **Use salt and sodium only in moderation**
- **If you drink alcoholic beverages, do so in moderation**

1990 U.S. Department of Agriculture
1990 U.S. Department of Health and Human Services

About the Authors

Marianne King holds an Ed.D. in Curriculum Development from Loyola University. Dr. King was Director of Materials and Program Development for the National Dairy Council and Director of Curriculum and Planning for the Chicago Consortium of Colleges and Universities. She also conducts "How To" workshops on Developing Materials and Instructional Strategies.

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If you'd like to order additional copies of
HEALTHY CHOICES FOR KIDS,
or need more information, please contact:

The Growers of Washington State Apples
c/o Healthy Choices Nutrition Education Program
P.O. Box 550
Wenatchee, Washington 98807

Phone: (509) 663-9600
Fax: (509) 662-5824

HEALTHY CHOICES FOR KIDS is part of the
HEALTHY CHOICES FOR AMERICA program.

HEALTHY CHOICES FOR AMERICA, an umbrella program targeted at improving the health and nutrition of all Americans, is an expansive nutrition education program sponsored by the growers of Washington state apples.

PRINTED ON
RECYCLED PAPER

The best way to recycle is to pass along or photocop this program for another teacher.

LEVEL 4

CHAPTER 1
EAT A WIDE VARIETY OF FOODS

Nutrition Education Program based on the 1990 U.S. Dietary Guidelines

Provided by the Growers of Washington State Apples

BEST COPY AVAILABLE

Overview of U.S. Dietary Guideline #1: "Eat a Wide Variety of Foods" Level Units

Level	Unit Organizer	Teacher Materials	Student Materials
1	Through stories and songs, children learn the benefits of eating a variety from the Five Food Groups.	- "What's To Eat?" Story - Level 1 Parent Letter and Parent Tip Sheet - Food Fan Poster - Unit Teaching Plan	Two Work Sheets - Hand - Family Favorites Two Songs: - Five Food Groups - I Make Healthy Choices
2	Children get the opportunity to reinforce the key ideas of the first level unit and apply what they learn by building a **Healthy Eaters' Wall** and inviting guests to tour their creation.	- "What's To Eat?" Story - Level 2 Parent Letter and Parent Tip Sheet - Food Fan Poster - Unit Teaching Plan	Six Work Sheets: - Grain Group - Vegetable Group - Fruit Group - Meat Group - Dairy Group - Variety Song: - Gonna Be Healthy
3	Using games, songs, and other activities, children learn how the Five Food Groups team up to provide the nutrients needed for good health.	- Five Food Stars Figures - Food Alphabet Game - Spinner Master - Club Membership Card - Level 3 Parent Letter and Parent Tip Sheet - Food Fan Poster - Unit Teaching Plan	Three Work Sheets - Fantastic Five Food Stars - Variety - Fantastic Five Fan Club Membership Application Song: - Variety
4	Children learn about Combination Foods and the health benefits of Five Food Group foods by investigating a foreign country.	- Level 4 Parent Letter and Parent Tip Sheet - Food Fan Poster - Unit Teaching Plan	Five Work Sheets - All Mixed Up - Add Your Own - Making Great Combinations - Countries List - Food Immigrants
5	Students learn how the key nutrients contained in foods from the Five Food Groups keep them healthy, then use this knowledge to stage a play.	- Play Script - Level 5 Parent Letter and Parent Tip Sheet - Food Fan Poster - Unit Teaching Plan	Five Work Sheets - Places Good Enough to Eat - The Making of a Nation - Body Map - Special Assignments - Play Script Three Songs: - Five Food Groups - I Make Healthy Choices - Variety

Dear Educator:

By opening this kit, you've taken the first step toward improving the health of America's children. Recent figures show kids need all the help we can offer:

- The proportion of overweight children has increased by 50 percent in the past 20 years.
- Forty percent of children ages 5 to 8 have at least one coronary disease risk factor.

Educators have a major responsibility since kids learn 95 percent of their information on nutrition from school. The growers of Washington state apples have created "Healthy Choices for Kids" to help you. Our goal is to give you tools to teach your students about good nutrition.

"Healthy Choices for Kids" has four chapters based on the U.S. Dietary Guidelines—the first nutrition program to do so!

CHAPTER ONE: "EAT A WIDE VARIETY OF FOODS" (AVAILABLE 1992)

CHAPTER TWO: "CHOOSE A HEALTHY LIFESTYLE" (AVAILABLE 1993)

CHAPTER THREE: "EAT PLENTY OF FRUITS, VEGETABLES, AND GRAINS" (AVAILABLE 1994)

CHAPTER FOUR: "CHOOSE HEALTHY SNACKS" (AVAILABLE 1995)

Each chapter is available for levels one through five. We use the word "level" so that all elementary grade school students can use the program—it's up to you to decide which level is most appropriate.

Each level is its own special unit—complete with activities and work sheets—that introduces the Dietary Guidelines in developmentally appropriate ways. Lesson plans can be used as is or adapted. This symbol (TEACHER NOTE) offers ideas on how to expand the program. Content also supports subjects such as science, health, social studies, and language arts. The chart on the left shows unit organizers, as well as teacher and student materials for each level.

Healthy eating can be taught in school, but habits are formed at home. So each level contains pieces for students to take home.

The "Healthy Choices for Kids" program is part of an overall health program called "Healthy Choices for America." All programs are dependent on funds provided by the growers of Washington state apples. To keep the "Healthy Choices for Kids" program running, we must show that our materials are being used. ***Please complete the reply card in the back of this kit.*** Let's keep this program going!

Sincerely,

Vicky Scharlau

Vicky Scharlau
Vice President, Washington Apple Commission

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GETTING STARTED

OBJECTIVES:

- ***Reinforce U.S. Dietary Guideline #1: Eat a Wide Variety of Foods***
- ***Review the Five Food Groups***
- ***Introduce Combination Foods***
- ***Introduce the health benefits of each of the Five Food Groups***

TEACHER MATERIALS . . . Found in your packet:

- Food Fan Poster
- Five Work Sheet Masters:
  - All Mixed Up
  - Add Your Own
  - Making Great Combinations
  - Countries List
  - Food Immigrants
- Support Materials
  - **Overview of Guideline #1 Level Units**
  - **Table of Contents**
  - **Getting Started**
  - Parent Letter
  - Parent Tip Sheet
  - **User Evaluation**

TEACHER MATERIALS . . . To obtain:

- Map of the world
- File cards
- Push pins, glue, or double-sided tape
- Envelopes or zip-lock bags, one for each student
- Sheets of notebook paper
- Small paper or plastic bag
- Butcher paper or computer paper
- Paper plates
- Cookbooks
- Atlas

STUDENT MATERIALS . . . To obtain:

- Scissors
- Crayons/markers: (yellow, green, orange, red, blue)

STARTING THE UNIT

- Read entire unit.
- Obtain necessary materials.
- Determine the **Optional Activities** you want to work into the unit.
- Decide if you want students to work on the projects as individuals or in groups. (See **Variety, American Style Lesson Plan** on page 8.)

SUPPORT ACTIVITIES

Set up an area of your classroom as a **Project Corner**. Bring in *National Geographic* magazines, travel books, and cookbooks from your personal and/or local library. Allow time during the day for students to work on their countries. The Parent Letter you'll be sending home asks for help in finding reference materials. Remember to establish and post ground rules for use of the materials.

Arrange library time for your students. Explain the project to the librarian. Ask the librarian to arrange for resources with the public library and to set aside the world atlas, geography books, food-related books, and references.

OPTIONAL ACTIVITIES

GLOBETROTTER GUESTS

Ask people who have travelled to foreign countries to describe their trips to the class. Have the globetrotters bring in pictures, slides, videotapes, etc. Ask them to focus on the new foods they ate.

(Continued on next page)

DESK TOP DINING

Invite owners of different ethnic restaurants to talk to the class. Encourage the restaurant owners to bring menus and a sample of one of their traditional combination food dishes for the children to taste. Or, arrange a field trip to an ethnic restaurant.

BREAD TASTING PARTY

End the entire unit by hosting a bread tasting party. People in many parts of the world eat bread as a staple in their diet. But the types of breads they eat vary widely. For the bread tasting, you may want to include some of the following:

- pita bread (from Greece and the Middle East)
- Italian bread
- rye bread (from Poland)
- pumpernickel bread (from Germany)
- limpa bread (from Sweden)
- brioche or croissants (from France)
- soda bread (from Ireland)

You may also want to include a variety of American breads such as white, wheat, oat bran, and egg.

FIVE FOOD GROUPS

TO DO AHEAD

- Make a copy of the **All Mixed Up Work Sheet** for each student.
- Make a copy of the **Add Your Own Work Sheet** for each student.
- Obtain an envelope or zip-lock bag for each student.
- Make sure that each student has access to a pair of scissors.
- Post the **Food Fan Poster** on the chalkboard or wall. Cover each section of the fan with a sheet of paper or cloth, so you can reveal the sections one at a time.

1. Begin the lesson by saying:
   - There are many reasons people eat. Let's see how many reasons we can think of. *(Accept all reasonable responses.)*
   - People eat foods and drink beverages for many reasons. In the next few days (classes), we're going to be learning more about one of the most important reasons why people eat — to stay healthy.
   - We'll be learning about how different foods help you stay healthy in different ways.

2. Distribute the **All Mixed Up Work Sheet** to each student. Have students cut along the lines. After students cut out the 21 food strips, instruct them to sort the food strips into groups that make sense to them. Have students line up all the related foods in each of their categories in a column.

3. Ask a few students to share one of their "categories." Survey the rest of the class to find out how many created that very same category. Find out how many different categories were generated.

4. Explain to students:
   - There are many ways you can sort foods. Today we're going to work with one of the most common classification systems. It's called the Five Food Groups.

5. Use the **Food Fan Poster** to introduce each food group. Begin with the Grain Group. Have students:
   - Identify all the foods on the **Food Fan Poster** in the Grain Group.
   - Identify all the food strips from the Grain Group. *(Bread, Noodles, Rice, and Taco Shell.)*
   - Re-sort their food strips, if necessary, to create a column with just the Grain Group food strips connected to one another.

6. Continue by explaining:
   - All the foods in the Grain Group help the body stay healthy in the same way: all these foods give the body energy.
   - Why does your body need energy? *(Answers may include: to work, play, run, walk, talk, etc.)*
   - Which of the drawings on each food strip is a symbol of energy? Why? *(The figure running; because it takes energy to run.)*
   - Have students take a yellow crayon or marker and circle the running figure on each food strip with a Grain Group food.

7. Use the same format to introduce the other food groups.
   - Identify the name of the food group as you show it on the **Food Fan Poster**.
   - Have students identify all the foods in the group on the **Food Fan Poster**.
   - Have students identify all the food strips from that group.
   - Have students re-sort their food strips as needed, and line up all the strips for that group in a column.
   - Explain the contribution to health made by the food group. (Key to health contributions on page 6.)
   - Have students circle the appropriate health function(s) with a crayon or marker corresponding to the **Food Fan Poster** color.

8. Distribute a copy of the **Add Your Own Work Sheet** to each student. This work sheet contains blank copies of the food strips. Have the students turn their work sheets over and on the back list five of their favorites from each of the Five Food Groups.

9. Instruct students to make at least one strip for each food group. (If they like, they can make a card for their favorite foods in each of the five food groups.) Students should:
   - Print the name of the food on the strip.
   - Circle the appropriate symbol to indicate the contribution the food makes to health.
   - Refer to the **Food Fan Poster** for suggestions of foods to include if they get stuck.

10. Give students time to complete the assignment. Have each student pair up with a neighbor. Ask partners to check the new strips to see if they were classified correctly. Walk around the room to check that the students are making strips for Five Food Group foods. Be prepared to field questions.

ANSWER KEY

The main contributions to health made by the food groups and their related food strips are:

- **Grain Group (Yellow)**
  - Gives you energy
  - Bread, Noodles, Rice, Taco Shell
- **Vegetable Group (Green)**
  - Helps you see in the dark
  - Cabbage, Carrots, Lettuce, Potato, Tomato
- **Fruit Group (Orange)**
  - Heals cuts
  - Apple, Banana, Grapes, Orange Juice
- **Meat Group (Red)**
  - Helps build strong muscles
  - Beef, Chicken, Egg, Fish
- **Dairy Group (Blue)**
  - Helps build strong bones/teeth
  - Milk, Cheese, Ice Cream, Yogurt

TEACHER NOTE

If a student makes a strip for a food that's not in one of the Five Food Groups, like potato chips, soda, cake, pie, candy, mayonnaise, ketchup, syrup, etc., point out that not all foods that are available for us to eat make a contribution to our health. Foods that are not necessary for health and growth are extra foods. We do not need "extra foods" in order to live.

Draw the students attention to the ***Food Fan Poster****. Explain that because the food that was suggested does not make a health contribution, it does not qualify to be a member of one of the Five Food Groups.*

Remind students that they should try to eat the recommended number of servings from the Five Foods Groups every day so that they can grow properly and be healthy. Tell them a good rule to remember is "Five Food Group foods ***before*** *extra foods."*

11. Collect the work sheets or have the students cut the work sheet into strips. Distribute the envelopes or bags. Tell students to write their names on the outside of the envelope. Have students place the strips in the envelopes. The food strips will be used in the next session.

LESSON PLAN COMBINATION FOODS

TO DO AHEAD

- If necessary, correct the strip and envelopes from the **Add Your Own Work Sheet**.
- Make a copy of the **Making Great Combinations Work Sheet** for each student.
- Have a sheet of paper and a pen/pencil for each group of students.

1. Begin the lesson with a quick review of the Five Food Groups, foods that belong in each food group, and how the foods in each food group help everyone stay healthy. Use the answer key above if needed.

2. Introduce the concept of variety with the following activity. Have students form groups of two or three. When the groups are formed, give each group a sheet of paper and a pen or pencil. Have the groups count off from one to five. (e.g., 1, 2, 3, 4, 5 ... 1, 2, 3, 4, 5, etc.)

3. Explain to the groups:
   - During our last class we talked about some of your favorite Five Food Groups foods. There are actually many different foods in each group.
   - We're going to do an activity to see how many different foods you can think of.

4. Give the following directions:
   - All the groups with the number one raise your hands. Number ones, your job is to see how many different Grain Group foods you can name.
   - Number twos, raise your hands. Your job will be to see how many different Vegetable Group foods you can name.
   - Number threes, your job is to name as many different Fruit Group foods as you can.
   - Number fours, your job is to name as many different Meat Group foods as you can.
   - Number fives, your job is to name as many different Dairy Group foods as you can.
   - Be as specific as you can. For example in the Grain Group, don't just say bread; instead name different kinds of bread such as whole wheat, rye, and garlic bread.

- Fruit Group, for foods like apples, write down "Red Delicious apples" or "Granny Smith apples."
- Dairy Group, Meat Group, and Vegetable Group, be as specific as possible too.

5. Give students about five to eight minutes to complete the assignment. Have the groups count the number of foods they generated. Then have the group members initial the foods on their lists that they've actually eaten. When the groups have completed this task, go around the room and have the different groups share their results.

TEACHER NOTE *You may want to use a timer and make the activity a race.*

6. Go on to say:
   - There are many different foods in the Five Food Groups that we can eat to stay healthy.
   - Experts agree that it's important to eat a variety of foods.
   - Look over your lists. Put your thumbs up if you initialed most of the foods on your lists. You need variety to be healthy. One way to get variety in your diet is to eat different foods from each of the Five Food Groups each day.
   - Another way to get variety is by eating Combination Foods.

7. Introduce the concept of Combination Foods by writing the definition on the chalkboard: "**Combination Foods are foods that are mixtures of two or more different foods.**"
   - Write "**Macaroni and cheese**" under the term Combination Foods. Ask students what macaroni and cheese is made of.
     (Noodles and cheese.)
   - Then write the following equation:
     "Macaroni and cheese = noodles + cheese"

8. Ask students:
   - Why is macaroni and cheese a Combination Food?
     (Because it combines noodles and cheese.)
   - What food groups are represented in macaroni and cheese?
     (Grain and Dairy.)

TEACHER NOTE *As you do this activity, you may discover that students are familiar with different recipes for the same food. Help students understand that the same food may be prepared in more than one way. Keep the focus on the main foods that make up the combination. Don't let the class get off task by naming enhancements like seasonings, etc., or get caught up in the different ways foods can be prepared.*

9. On the chalkboard list the following foods:
   - **Beef taco**
   - **Lasagna**
   - **Cheese and tomato omelette**
   - **Beef stew**
   - **Fruit frosty shake**

10. Have students take out their envelopes or bags from the **Five Food Groups Lesson Plan** with the food strips. Taking one food at a time, have students find the food strips that make up each Combination Food on the chalkboard. Then, as a class, review the ingredients of each dish and write the "formulas" for the Combination Foods on the chalkboard:
    - Beef taco = beef + lettuce + tomato + cheese + taco shell
    - Lasagna = beef + tomato sauce + cheese + noodles
    - Cheese and tomato omelette = eggs + cheese + tomatoes
    - Beef stew = beef + carrots + potatoes
    - Fruit frosty shake = orange juice + bananas + milk + ice cream

11. Point out:
    - Combination Foods help you stay healthy in more than one way.
    - A food like macaroni and cheese contains noodles from the Grain Group which give you energy. It also contains cheese from the Dairy Group which helps build strong bones and teeth.

12. Review each of the Combination Foods in Step #10, identifying which food groups are represented in each food. Have students also identify the contributions to health made by each of these Combination Foods. If needed, refer to the answer key on page 6.

13. Have the class generate a list entitled "More Combination Foods." Be sure to identify at least eight to ten foods. Distribute the **Making Great Combinations Work Sheet**. Working alone or in pairs, have students develop formulas for four of the foods generated on the "More Combination Foods" list. Have students also complete the Food Group checklist at the right side of the work sheet.

TEACHER NOTE *Popular Combination Foods include: pizza, chop suey, cheeseburger, banana split, chicken noodle soup, lasagna, chili, tuna casserole, cream of tomato soup.*

14. When students have finished their formulas, select an item from the board. Ask each student who wrote a formula for that item to share their equation. Note the similarities as well as differences among the formulas. Repeat the activity with one or two additional foods on the "More Combination Foods" list.

VARIETY, AMERICAN STYLE

TO DO AHEAD

- Decide if you want students to work on the project as individuals or in pairs. If this is the first time your class is working on this type of project, or if your school is located in an area with limited resources, you may want to have the students work in trios.
- Decide how much class time you will allow students for working on this project.
- Set up an area of your classroom as a **Project Corner**. See the **Starting the Unit** section for more information.
- Review the **Countries List** to select countries you want students to research. Add countries, if you like, in the spaces provided on the work sheet. You need a country for each student (or group of students). Make two copies of the **Countries List**. Use one copy as an assignment master.
- Cut the countries you selected into separate slips. Place the slips in a bag.
- Post the map of the world.
- Have tacks or push pins (one per student).
- From a file card (or other heavy paper) cut out strips of paper about 1/2" x 1" in size. You need one strip per student.
- Make a copy of the **Food Immigrants Work Sheet** for each student.
- Identify a report format so the students know how to present their information. (See Steps #7 and #8.)
- Make a copy of the **Parent Tip Sheet** for each student.
- Duplicate the **Parent Letter**. Sign and date the duplicate. Make enough copies to attach to the **Parent Tip Sheets**.

1. Review the concepts of variety, health benefits, and Combination Foods.

2. Tell the class:
   - All over the world, people eat foods from the Five Food Groups to stay healthy.
   - What kinds of foods do you think people in other parts of the world consider American foods?
     (Foods served in fast food chains.)
   - The foods that are typically considered American foods include hamburgers, hot dogs, pizza, and Southern fried chicken.

3. Walk over to the world map, point to the United States, and ask:
   - Are hamburgers, hot dogs, and the other foods you mentioned native to America? In other words, are they the kinds of foods Native Americans were eating when the pilgrims landed at Plymouth Rock?
     (Obviously no.)
   - How about apples? Raise your hand if you think apples are native to America.
     (Apples are not native to America. The early settlers brought plantings from apple trees with them. In fact, a good many of the foods we eat today came to America from other countries.)

4. Continue by saying:
   - One of the reasons we have such a variety of foods to eat in our country is because when people immigrated to America they brought along recipes and foods from their homelands.
   - Immigrants brought some of the foods from the Five Food Groups, like apples, when they came to America.
   - Many of our favorite Combination Foods came from other countries, too.
   - Tacos were introduced in the United States by people moving here from Mexico.
   - Egg rolls came to the United States when people from China moved here.

5. Introduce the research project. Tell the class they're going to get a chance to identify other foods that immigrated here. If you decided to group students, assign the students into their groups at this point.
   - Give a push pin and a strip of paper to each student. Take the bag and walk around the room. Have each student (or group) pick a country from the bag.

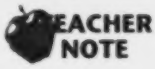
6. Have the students print their names on their strips of paper. Call on the students, one at a time, to pin their names on the map inside the country they picked from the bag. Write their names on your extra copy of the **Countries List** you prepared so you have a master assignment list.

7. Distribute copies of the **Food Immigrants Work Sheet**. Explain the directions and review the **Food Immigrants Work Sheet** with the class. Give examples so the students know how you want the information they collect organized. Encourage the class to think of themselves as investigative reporters and track down the foods. Remind them to try and use as many resources as they can think of to identify the foods that immigrated from their countries to America.

8. Challenge the class to find someone from their country to interview for extra credit. Let them know that it's okay to ask their families to help them find someone to interview. Explain that maybe one of their parents or a friend of their parents works with someone from their countries. Tell the students to make a tape of the interview if they can.

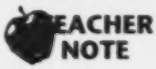
9. On the chalkboard, write down assignment due dates and the times in class that you'll be allotting for work on the project.

10. Point out the deadlines so students know when they need to have their research ready. If you prefer, you might set four deadlines: first, the date by which they should have their resources lined up; second, the date by which the students must complete their research activities; third, the name of the food they selected to draw; fourth, the date when students will draw the food plates.



If this is the first time the class is doing this type of research project, you may want to add some additional check-in points to your timeline.

11. Show the class the **Project Corner** and explain the ground rules you've established for using the resources.



If you've also arranged library time for the class, take the students to the library at this time so the librarian can describe what references are available for the project. Be sure to give the librarian at least a week's notice so the books the class needs to use are available.

12. Pass out the **Parent Letter** and **Parent Tip Sheet**. Tell the class:
    - These notes explain our project. Please give the notes to your parents.
    - Remember, it's okay to ask your families to help you find someone from your project country to interview. However, do not interview or talk to any adult unless you have your parents' permission.

VARIETY & COMBINATION

TO DO AHEAD

- Decide how you want the students to display their **Food Plates**.
- Obtain the display supplies like mural paper or computer paper and double-sided tape or glue.
- Attach the paper to the walls of your room. The students will use the paper as a backdrop for their food plates and country labels.
- Make titles, like Europe, Africa, Mediterranean, South America, etc., to organize the posting of the students' **Food Plates** according to geographic regions. Place titles above the paper.

OPTIONAL ACTIVITY

- Host a **Bread Tasting Party**. See the **Optional Activities** section of the "Getting Started" page at the beginning of the unit.

1. Point out the paper and the titles around the room. Tell the students they will be posting their **Food Plates** (from Part 3 of the **Food Immigrants Work Sheet**) and the labels they made on the paper in the area of the room that their countries are located in. If they are unsure where their countries belong, have them check the world map.

2. Explain how you want the students to display their **Food Plates**. Call on a few students to post their plates as an example.

3. When the **Food Plates** are displayed, call on each child to name the food that came to America from his/her project country. Have the rest of the class identify the food group(s) each item that makes up the dish belongs in.

4. After all of the students have had an opportunity to introduce their **Food Plates**, help students notice similarities between foods from different lands.

5. Summarize the activity and the unit by helping students generalize that all people must eat a variety of foods from the Five Food Groups and their combinations in order to stay healthy. We're especially lucky in America because we have much of the food the world has to offer.

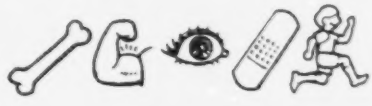
6. If you decided to host a **Bread Tasting Party**, do so at this time.

TEACHER NOTE

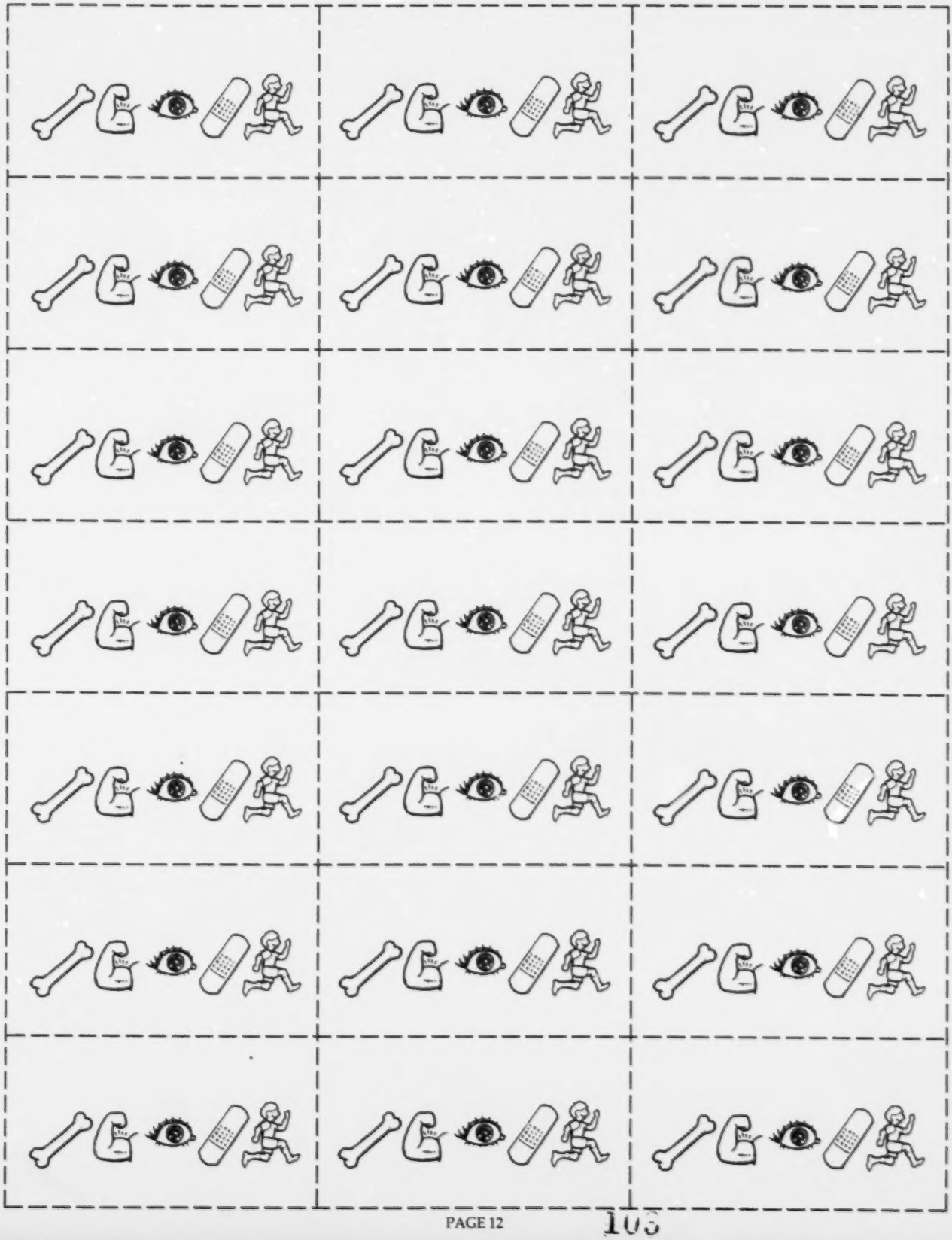
"Healthy Choices for Kids" is totally dependent on funds donated by the growers of Washington state apples. Because this is a grower-funded program, we need to justify costs by showing that our materials are being used. To keep this program going, it's important that you let us know you are using our materials. Do so by returning the reply card at the back of this unit. Send to:

Washington Apple Commission
Healthy Choices for Kids
P.O. Box 550
Wenatchee, Washington 98807

ALL MIXED UP

Egg	Lettuce	Milk
Taco Shell	Apple	Beef
Cabbage	Rice	Grapes
Cheese	Potato 	Orange Juice
Bread	Fish	Chicken
Noodles	Ice Cream	Banana
Tomato	Yogurt	Carrots

ADD YOUR OWN



MAKING GREAT COMBINATIONS

DIRECTIONS: Pick four of your favorite Combination Foods from the list on the chalkboard.

1. Draw or write each food in one of the boxes along the left-hand side of the page.
2. In the middle section of the page, write an equation to show the main foods that are in the Combination Food.
3. On the right side of the page, check off the food groups that make up the Combination Food.

EXAMPLE:

french toast	= *eggs + milk + bread*	☒ Grain ☐ Vegetables ☐ Fruit ☒ Meat ☒ Milk
	=	☐ Grain ☐ Vegetables ☐ Fruit ☐ Meat ☐ Milk
	=	☐ Grain ☐ Vegetables ☐ Fruit ☐ Meat ☐ Milk
	=	☐ Grain ☐ Vegetables ☐ Fruit ☐ Meat ☐ Milk
	=	☐ Grain ☐ Vegetables ☐ Fruit ☐ Meat ☐ Milk

NAME: _____ 104

COUNTRIES

ENGLAND	FRANCE	GERMANY	ITALY	SPAIN	CHINA
PHILLIPINES	INDIA	ALGERIA	BRAZIL	CUBA	GUATEMALA
NETHERLANDS	SWEDEN	GREECE	POLAND	JAPAN	INDONESIA
IRELAND	SAUDI ARABIA	IRAN	HAITI	ARGENTINA	PAKISTAN
AUSTRIA	NORWAY	RUSSIA	KOREA	THAILAND	TURKEY
BELGIUM	FINLAND	HUNGARY	WEST INDIES	MOROCCO	VENEZUELA
AFGHANISTAN	VIETNAM	JAMAICA	KENYA	MALAYSIA	ICELAND

FOOD IMMIGRANTS

DIRECTIONS: Get ready to find out how some Five Food Group foods, and their combinations, ended up on our American plates. You are going to investigate what food dishes from the country you picked are eaten in America today.

Write the name of the country you picked in the box.

PART 1: Make a plan. When you do research, you have to line up resources. Resources can be books, places, and people. Think about the resources that are available for you. Some resources have been listed below to give you ideas. Check the resources that you plan to use.

BOOKS:	PEOPLE:	PLACES:
_____ Telephone Books	_____ Family	_____ Public Library
_____ Cookbooks	_____ Friends	_____ Restaurants
_____ Travel Books	_____ Neighbors	_____ Book Stores
_____ World Atlas	_____ Merchants	_____ Consulate/Embassy

PART 2: Write a report. In the report include:

- A description of what you did to research the country. The description should list all the resources you used. Be sure to include the titles and authors of the books, the names of the people you talked to, and the places you visited to find out about the country.
- A list of the foods your country contributed. After the food's name, write the name of its Food Group.

PART 3: Pick one Combination Food dish that the country added to America's menu.

- Find out what this dish looks like.
- Draw or paste a picture of this dish on a paper plate.
- Cut two strips of paper (about 2" x 8") to use for labels. Make a label for the name of your dish. Make a label for the name of your country.

EXTRA CREDIT: Ask your family to help you find a person that came from the country to interview. Make a list of questions to ask the person. For example, ask questions like: What foods from your country do we eat in America today?; How are these foods made?, etc. Also ask questions about the country itself, like: How do people get or shop for food?; What type of restaurants do they have?, etc.

Healthy Choices For Kids Start At Home

Dear Parent,

Our class is about to start a nutrition education program called **"Healthy Choices for Kids"**. This program is based on the new U.S. Dietary Guidelines. We will be learning about **Guideline #1: Eat a Wide Variety of Foods** from the Five Food Groups every day.

We will also be learning about Combination Foods, the health benefits of Five Food Group foods, and about how so many wonderful, different kinds of foods were added to America's menu.

As part of our studies, your child will investigate a foreign country to find out what food dishes the country's immigrants brought with them to America. Your child will also be drawing a **Food Plate** to put in our "dishes from around the world" exhibit. The **Food Plate** features a dish the country contributed to American cuisine.

Expect your child to ask you to help find information and people to talk to about the country. It's okay for you to help your child learn to find and use different resources for this project, especially the extra credit component.

I'd like to end the unit with a bread tasting party, so **please let me know** if your child has food allergies or is restricted from eating any foods.

Also, let me know if you can help organize the tasting session, or if you can contribute a loaf of bread. I'm looking for breads that are associated with a foreign country like pita bread from Greece and the Middle East, Italian bread, Polish rye, Irish soda bread, brioche or croissants from France, limpa bread from Sweden, etc. I need enough to give each child a little taste of the different breads.

Since you're the main teacher in your child's life, I've passed along some tips from the growers of Washington state apples on how to include more variety in your child's diet.

Sincerely,

Healthy Choices For Kids Start At Home

Parent tip sheet to help your kids stay healthy.

U.S. DIETARY GUIDELINE #1: "EAT A WIDE VARIETY OF FOODS"

Variety means different kinds. Each food group carries nutrients that are not found in large amounts in the other food groups. **Children tend to get into favorite food ruts.** If your child doesn't eat a variety of foods he/she may miss out on nutrients for growth, energy, and health.

The nutrients your child (and you) need are in the Five Food Groups. Every day, try to include these foods:

Food Group:	Servings Per Day	Examples:
Grains	6-11	Rice, pasta, breads, tortillas, cereals, pancakes, crackers, taco shells, pizza crust
Vegetables	3-5	Potatoes, corn, tomato sauce
Fruits	2-4	Apples, strawberries, juices
Dairy	2-3	Milk, yogurt, cheese
Meat	2-3	Beef, pork, chicken, fish, nuts, eggs, beans

Notice the above list does not include any sugar, fat, or foods with oil or gravy. These are **EXTRA FOODS** that add calories (energy) and flavor to our meals, but have little nutritional value. Such foods should be used in small amounts. People who eat these foods **instead of** some of the Five Food Groups may have poor nutrition.

What you can do to increase variety at home:

- Have a rule that everyone has to at least taste new foods. However, if someone doesn't like the food, he/she shouldn't be forced to eat it.
- Offer only one new food at a meal.
- Serve vegetables the way kids prefer them: raw or cooked until just tender.
- Have your child help you select and prepare foods. Kids tend to eat foods they help make.
- Don't serve only your children's favorite foods. Keep them on the menu, but make sure there are other foods to try, too.
- Set a good example with your own eating habits.

NOTES

NOTES

NOTES

Help Us Help You . . .

Your comments will help us produce quality nutrition education materials.

1. Have you used the "Healthy Choices for Kids" nutrition education kit with children?
❑ Yes, I used it with children in grade(s) _____. ❑ No ❑ Other use _____

2. Please rate our kit.	Excellent		Average		Poor		Excellent		Average		Poor
Instructional value	5	4	3	2	1	Quality of activities	5	4	3	2	1
Age-appropriateness of content	5	4	3	2	1	Quality of illustrations	5	4	3	2	1
Fit with grade-level curriculum	5	4	3	2	1	Ease of teacher preparation	5	4	3	2	1
Appeal to children	5	4	3	2	1						

3. Have you loaned or shared the "Healthy Choices for Kids" kit with other teachers? Yes ❑ No ❑

4. Do you plan to use the kit in the future? Yes ❑ No ❑

5. Where is your school located? Rural ❑ Suburban ❑ City/Urban ❑

6. What percentages of ethnic groups are represented by children in your classroom?
____% African-American ____% American Indian ____% Asian ____% Hispanic ____% Caucasian ____% Other

SPECIAL GIFTS FOR THE TEACHER (Check one or both)
❑ I will send a letter explaining the creative ways I have used the kit. Please send me a special gift.
❑ I am interested in completing a comprehensive evaluation form on the program. Upon completion, you can send me a special gift.

Don't forget to put your full name and address on front of this card.

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School/Phone No.

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Thank you for paying the postage

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Wenatchee, WA 98807

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Healthy Choices for Kids
"EAT A WIDE VARIETY OF FOODS"
Nutrition Education Program

Dietary Guidelines for Americans

- **Eat a variety of foods**
- **Maintain healthy weight**
- **Choose a diet low in fat, saturated fat, and cholesterol**
- **Choose a diet with plenty of vegetables, fruits, and grain products**
- **Use sugars only in moderation**
- **Use salt and sodium only in moderation**
- **If you drink alcoholic beverages, do so in moderation**

1990 U.S. Department of Agriculture
1990 U.S. Department of Health and Human Services

About the Authors

Marianne King holds an Ed.D. in Curriculum Development from Loyola University. Dr. King was Director of Materials and Program Development for the National Dairy Council and Director of Curriculum and Planning for the Chicago Consortium of Colleges and Universities. She also conducts "How To" workshops on Developing Materials and Instructional Strategies.

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If you'd like to order additional copies of
HEALTHY CHOICES FOR KIDS,
or need more information, please contact:

The Growers of Washington State Apples
c/o Healthy Choices Nutrition Education Program
P.O. Box 550
Wenatchee, Washington 98807

Phone: (509) 663-9600
Fax: (509) 662-5824

HEALTHY CHOICES FOR KIDS is part of the
HEALTHY CHOICES FOR AMERICA program.

HEALTHY CHOICES FOR AMERICA, an umbrella program targeted at improving the health and nutrition of all Americans, is an expansive nutrition education program sponsored by the growers of Washington state apples.

PRINTED ON RECYCLED PAPER

The best way to recycle is to pass along or photocopy this program for another teacher.

LEVEL 5

CHAPTER 1
EAT A WIDE VARIETY OF FOODS

Nutrition Education Program based on the 1990 U.S. Dietary Guidelines

Provided by the Growers of Washington State Apples

BEST COPY AVAILABLE

Overview of U.S. Dietary Guideline #1: "Eat a Wide Variety of Foods" Level Units

Level	Unit Organizer	Teacher Materials	Student Materials
1	Through stories and songs, children learn the benefits of eating a variety from the Five Food Groups.	- "What's To Eat?" Story - Level 1 Parent Letter and Parent Tip Sheet - Food Fan Poster - Unit Teaching Plan	Two Work Sheets - Hand - Family Favorites Two Songs: - Five Food Groups - I Make Healthy Choices
2	Children get the opportunity to reinforce the key ideas of the first level unit and apply what they learn by building a **Healthy Eaters' Wall** and inviting guests to tour their creation.	- "What's To Eat?" Story - Level 2 Parent Letter and Parent Tip Sheet - Food Fan Poster - Unit Teaching Plan	Six Work Sheets: - Grain Group - Vegetable Group - Fruit Group - Meat Group - Dairy Group - Variety Song: - Gonna Be Healthy
3	Using games, songs, and other activities, children learn how the Five Food Groups team up to provide the nutrients needed for good health.	- Five Food Stars Figures - Food Alphabet Game - Spinner Master - Club Membership Card - Level 3 Parent Letter and Parent Tip Sheet - Food Fan Poster - Unit Teaching Plan	Three Work Sheets - Fantastic Five Food Stars - Variety - Fantastic Five Fan Club Membership Application Song: - Variety
4	Children learn about Combination Foods and the health benefits of Five Food Group foods by investigating a foreign country.	- Level 4 Parent Letter and Parent Tip Sheet - Food Fan Poster - Unit Teaching Plan	Five Work Sheets - All Mixed Up - Add Your Own - Making Great Combinations - Countries List - Food Immigrants
5	Students learn how the key nutrients contained in foods from the Five Food Groups keep them healthy, then use this knowledge to stage a play.	- Play Script - Level 5 Parent Letter and Parent Tip Sheet - Food Fan Poster - Unit Teaching Plan	Five Work Sheets - Places Good Enough to Eat - The Making of a Nation - Body Map - Special Assignments - Play Script Three Songs: - Five Food Groups - I Make Healthy Choices - Variety

WE NEED YOUR HELP!

The "Healthy Choices for Kids" Nutrition Education Program is funded entirely by the growers of Washington state apples. That's how we can offer them to you free. To keep this program going, we need to know if kids are benefiting from using our materials. You can help by completing and returning the evaluation card at the back of this book.

The Growers of
Washington State Apples
P.O. Box 550 — HC-Eval-1
Wenatchee, WA 98807

If there are no cards left by the time you use the program, please send us your name, address, and phone number OR call us directly at (509) 663-9600.

Let's keep this program going!

COMING ATTRACTIONS!

"Healthy Choices for Kids" has four chapters. Together, they cover the new dietary guidelines mandated by the U.S. Departments of Agriculture and Health and Human Services.

Chapter One: "Eat a Wide Variety of Foods" (Available 1992)

Chapter Two: "Choose A Healthy Lifestyle" (Available 1993)

Chapter Three: "Eat Plenty of Fruits, Vegetables, and Grains " (Available 1994)

Chapter Four: "Choose Healthy Snacks" (Available 1995)

Call the
Washington Apple Commission
at (509) 663-9600
for more information.

Dear Educator:

By opening this kit, you've taken the first step toward improving the health of America's children. Recent figures show kids need all the help we can offer:

- The proportion of overweight children has increased by 50 percent in the past 20 years.
- Forty percent of children ages 5 to 8 have at least one coronary disease risk factor.

Educators have a major responsibility since kids learn 95 percent of their information on nutrition from school. The growers of Washington state apples have created "Healthy Choices for Kids" to help you. Our goal is to give you tools to teach your students about good nutrition.

"Healthy Choices for Kids" has four chapters based on the U.S. Dietary Guidelines—the first nutrition program to do so!

CHAPTER ONE: "EAT A WIDE VARIETY OF FOODS" (AVAILABLE 1992)

CHAPTER TWO: "CHOOSE A HEALTHY LIFESTYLE" (AVAILABLE 1993)

CHAPTER THREE: "EAT PLENTY OF FRUITS, VEGETABLES, AND GRAINS" (AVAILABLE 1994)

CHAPTER FOUR: "CHOOSE HEALTHY SNACKS" (AVAILABLE 1995)

Each chapter is available for levels one through five. We use the word "level" so that all elementary grade school students can use the program—it's up to you to decide which level is most appropriate.

Each level is its own special unit—complete with activities and work sheets—that introduces the Dietary Guidelines in developmentally appropriate ways. Lesson plans can be used as is or adapted. This symbol (TEACHER NOTE) offers ideas on how to expand the program. Content also supports subjects such as science, health, social studies, and language arts. The chart on the left shows unit organizers, as well as teacher and student materials for each level.

Healthy eating can be taught in school, but habits are formed at home. So each level contains pieces for students to take home.

The "Healthy Choices for Kids" program is part of an overall health program called "Healthy Choices for America." All programs are dependent on funds provided by the growers of Washington state apples. To keep the "Healthy Choices for Kids" program running, we must show that our materials are being used. ***Please complete the reply card in the back of this kit.*** Let's keep this program going!

Sincerely,

Vicky Scharlau

Vicky Scharlau
Vice President, Washington Apple Commission

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GETTING STARTED

OBJECTIVES:

- ***Reinforce U.S. Dietary Guideline #1: Eat A Wide Variety of Foods***
- ***Review the Five Food Groups and Combination Foods***
- ***Introduce the nutrients and health benefits of each of the Five Food Groups***

TEACHER MATERIALS . . . Found in your packet:

- Food Fan Poster
- Four Work Sheet Masters
  - Places Good Enough to Eat
  - The Making of a Nation
  - Body Map
  - Special Assignment
- Master for the play "In Search of the State of Good Health"
- Three Song Masters
  - "Five Food Groups" Song
  - "I Make Healthy Choices" Song
  - "Variety" Song
- Support Materials:
  - **Overview of Guideline #1 Level Units**
  - **Table of Contents**
  - **Getting Started**
  - **Parent Letter**
  - **Parent Tip Sheet**
  - **User Evaluation**

TEACHER MATERIALS . . . To obtain:

- Strips of paper large enough to cover the different sections on the Food Fan Poster
- A large sheet of construction paper in each of the Five Food Group colors: red, green, blue, orange, and yellow
- 15 - 16 sheets of drawing paper

STUDENT MATERIALS . . . To obtain:

- Pen or pencil, markers or crayons

STARTING THE UNIT

- **Read the entire unit.**
- **Obtain necessary materials.**
- **Determine the Optional Activities you want to work into the unit.**
- **Decide how you will: 1) implement the play, 2) establish student groups.**

SUPPORT ACTIVITY

If you choose to present the play, "In Search of the State of Good Health," to groups other than the class, you may want to consider adding a costume/make-up crew and set design/props crew. Have students on the set design/props crew create handwritten invitations and a program. Hold a cast party after the play. Ask parents and/or the school foodservice manager to help you obtain foods for the party.

OPTIONAL ACTIVITIES

EDIBLE GEOGRAPHY

Have students use an atlas to find other towns, cities, counties, rivers, mountains, etc. that are named after foods. Let them create a U.S. map depicting the locations of these places.

GROCERY STORE RESEARCH

Have students accompany their families on a food shopping trip so they can do grocery store research. Let each student select a commodity food (i.e., apples, cheese, beef, bread, cereal, pasta, etc.). While their families are shopping, have students make a list of all the different varieties of this food. For example, if the student chose apples they could list Golden Delicious, Granny Smith, Gala, Rome Beauty, etc.

LIGHTS, CAMERA, ACTION!

If you have a video camera in your school, arrange to have the play "In Search of the State of Good Health" videotaped. Let students take the videotape home, on loan, to share with their families.

REVIEWING THE FIVE FOOD GROUPS

TO DO AHEAD

- Make copies of the **Places Good Enough to Eat Work Sheet** for each student.
- Post the **Food Fan Poster** on the chalkboard or wall. Cover each section of the fan with a sheet of paper or cloth, so you can reveal the sections one at a time.
- Write the identification symbols used to code the **Places Good Enough To Eat Work Sheet**, on the chalkboard. (See Steps #7 and #8: ❍, *, —, ❑, ~~~.)

1. Begin this lesson by asking students to jot down the names of three towns or cities in the United States other than the town or city where your school is located. Say:
   - I'd like each one of you to share one of the names you wrote down. As you listen to the names of various cities and towns, I want you to be thinking of how places get their names.

2. Go around the room and have each student mention one town or city they wrote down. After each student has shared a name, have students try to classify the town/city names into "categories." Categories might include:
   - Places that take their names from Native American words (e.g., Milwaukee, WI; Chicago, IL).
   - Places named after people (e.g., Washington, D.C.; Lincoln, NE; Jefferson City, MO).
   - Places named after animals (e.g., Buffalo, NY; Deer Park, TX; Beaver Falls, PA).
   - Places named for religious figures (e.g., St. Paul, MN; San Francisco, CA; St. Joseph, MI).
   - Places named after a local geographic feature (e.g., Niagara Falls, NY; Rocky Ford, CO; Three Rivers, MA).
   - Places named for cities/towns in other countries (e.g., Paris, TN; London, OH; Rome, GA).

TEACHER NOTE *If the class has a hard time coming up with categories, switch instructional strategies. Name the categories for them and have them classify the towns and cities they named.*

3. If no one suggests it, point out:
   - Another category of town/city names is food.
   - This category (like the other categories) has also been used to name rivers, mountains, counties, and other places.
   - Today you're going to learn more about places that have been named after foods. But more importantly, we'll use these places named for food to learn about the foods you need to grow properly and stay healthy.

4. Distribute the **Places Good Enough to Eat Work Sheet** to each student. Give them a moment to scan the page. Ask if anyone has ever visited any of these places. Assure students they are all real towns, cities, counties, rivers, etc.

5. Say to students:
   - Think to yourself. Are you interested in growing up to be as healthy as you can be?
   - Are you interested in looking your best?
   - Are you interested in being the best you can be at sports and games?
   - Are you interested in feeling good?
   - If you answered "yes" to one or more of these questions, then this lesson is an important one for you.
   - It's your chance to learn what kinds of foods you need to keep your body healthy, now and for the rest of your life.

6. Go on to explain:
   - While this map may be interesting because of all the town names, it is much more important because it's an interesting way to learn the names of the Five Food Groups.
   - Foods in the Five Food Groups are special because they're the foods that help you stay healthy. They're the foods that keep you looking good, feeling good, and performing at your best.

7. On the chalkboard write the term "Five Food Groups." Remove the paper or cloth covering the Grain Group section of the **Food Fan Poster**.
   - Tell students the name of the group.
   - Call on several students to identify the foods pictured on the **Food Fan Poster** under Grain Group.
   - Ask students to take a moment and find the three places on the map named for Grain Group foods.
     (Rice Lake, WI; Rye, NY; and Hominy, OK)
   - Have them circle the Grain Group location names.

8. Introduce each of the remaining food groups following the same procedure. Have students mark each group in a different way (see suggestion below). The places associated with each food group are:
   - Vegetable Group - Carrot River, Saskatchewan, Canada; Lima, OH; Pumpkin Butte, WY.
     Suggested Identification: Make a "*" next to these.
   - Fruit Group - Appleton, WA; Fruitland, ID; Lemon Grove, CA; McIntosh County, ND; Grapevine, KY; Lime Rock, CT; Orangeville, UT; Peach Creek, WV; Strawberry Point, IA.
     Suggested Identification: Draw a line under these.
   - Meat Group - Oyster Bay, NY; Egg Harbor City, NJ; Bacon County, GA; Walnut Cove, NC; Turkey, TX.
     Suggested Identification: Draw a box around these.
   - Dairy Group - Dairy Valley, CA; Milk River, Alberta, Canada; Cheddar, SC; Colby, KS.
     Suggested Identification: Draw a **wiggly line** under these.

9. Point to the symbol code written on the chalkboard, and quickly lead the class through a review of the Five Food Group towns and cities that comprise the work sheet. Have the students self-check their work sheets to ensure they coded the towns and cities correctly.

10. Have students count up the number of towns and cities they've actually tasted. Ask them to share the numbers. Collect the work sheets. The work sheets will be used in the next lesson.

LESSON PLAN COMBINATION FOODS

TO DO AHEAD

- Correct the **Places Good Enough to Eat Work Sheets**.
- Make copies of **The Making of a Nation Work Sheet** for each student.
- Draw map symbols for rivers, lakes, mountains, and towns on the chalkboard.

- Post the **Food Fan Poster** on the chalkboard or wall.

1. Distribute the **Places Good Enough to Eat Work Sheets**. Use the **Food Fan Poster** to quickly review the Five Food Groups.

2. Ask students to examine their work sheets to identify the one town that has not fit into any of the Five Food Groups. (*Sandwich*, IL) Explain:
   - There are some foods that do not fit into any one of the Five Food Groups. A sandwich is a good example. Why can't you put a sandwich in just one food group?
     (Because it contains foods from more than one food group.)

3. Ask students to name a favorite sandwich. Have them identify the foods that make up the sandwich. As they name the foods, write them on the chalkboard. Then have students identify the food group to which each food that makes up the sandwich belongs. Go on to explain:
   - Because a sandwich contains foods from two or more food groups, we put it in a special category of foods called Combination Foods.

4. Write the term "Combination Foods" on the chalkboard. Lead the class in a brainstorm of other Combination Foods. Answers may include:
   - pizza, lasagna, spaghetti and meatballs, and other Italian dishes
   - taco, fajita, enchiladas, and other Mexican dishes
   - stew and other types of casseroles
   - stuffed peppers
   - omelette
   - chef salad
   - most Chinese stir-fry dishes
   - macaroni and cheese
   - cheeseburger

5. Have students identify the foods that make up each of these Combination Foods. Then work with the class to develop a definition of Combination Foods, e.g., foods that combine two or more of the Five Food Groups.

6. Divide the class into pairs or trios. Assign each group a number from one to six. Distribute a copy of **The Making of a Nation Work Sheet** to each student. Distribute a sheet of drawing paper to each group.
   - There are two blanks on this work sheet — one in the title and one in paragraph two. The group's number determines which food group they will work on. Students will fill in the blanks with the following word according to their number:

Group #1: Grain	Group #4: Meat
Group #2: Vegetable	Group #5: Dairy
Group #3: Fruit	Group #6: Combination

7. Point out the map symbols for rivers, mountains, lakes, and cities written on the chalkboard. Review the symbols with the students. Allow the groups sufficient time to complete their maps.

8. End the session by having the groups share the names of their newly created lands. Post the completed maps in a spot where students can view them. Encourage the class to take time to look at the maps the other groups created. Keep these names. They will be used in the following lesson plan **"Nutrients."**

NUTRIENTS

TO DO AHEAD

- **Write the names of the countries students created in Step #8 of Combination Foods Lesson Plan on the chalkboard.**
- **Make a list containing at least one name from the maps the students created to use in Step #1 of this part's activity.**
- **Make copies of the Body Map Work Sheet for each student.**
- **Post the Food Fan Poster on the chalkboard or wall.**
- **Make up a nutrient quiz to use in Step #12.**

1. Begin the lesson by pointing out the names of the "countries" students created in Step #8 of the **"Combination Foods" Lesson Plan**. As you name each country, have its "founders" raise their hands.

2. Use the list you made from the names on the maps to give the students a quick quiz in classifying foods into their respective food groups and to help the class review the concepts learned so far. Ask questions like:
   - If you were sailing down _____ River, where would you be?
   - If you were on the roof of the tallest building of _____, where would you be?

3. Explain to students:
   - Today you'll be working with a different kind of map — a map of the human body.
   - You'll be using this map as you learn how foods in the Five Food Groups and Combination Foods help your body stay healthy. You'll also learn what's in the Five Food Groups that makes them good for you.

4. On the chalkboard, write the word "Nutrients." Ask students what they think nutrients are. *(Accept all reasonable definitions.)* Next to the term nutrients, write this definition: "Substances in foods that help you stay healthy."

5. Continue by saying:
   - All foods contain nutrients. But different foods contain different kinds and amounts of nutrients.
   - Foods are grouped into the Five Food Groups according to the nutrients they contain. For example, foods in the Fruit Group contain different nutrients from foods in the Meat Group.
   - Your body needs more than 50 nutrients every day. And the best way to get these nutrients is from the food you eat.

6. Distribute a copy of the **Body Map Work Sheet** to each student. Explain that students are going to be doing two things. First, they will fill in the lines on the work sheet as you provide the information about each group. Second, they will be creating and drawing symbols on the body to help them remember how each food group helps the body stay healthy. During the discussion, have students refer to the **Food Fan Poster**, if necessary.

7. Write "Grain Group" on the chalkboard. Say:
   - What are some foods from the Grain Group?
   - There are four important nutrients found in Grain Group foods. The first one is carbohydrate.

8. Write "carbohydrate" on the chalkboard. Have students write it on their work sheet under the Grain Group. Continue by saying:
   - Carbohydrates give you energy.
   - On the map of the body, what kind of symbol can you draw to show energy in the body? *(Accept all reasonable answers.)*

TEACHER NOTE *Emphasize that the symbol they draw can be very simple. The purpose of creating the symbol is to help them remember what each nutrient does.*

Give the students time to think up and draw a symbol to show energy. Then have them draw a line from the word carbohydrate to the energy symbol they made. If you have the time, have some of the students share their symbols.

9. Continue the discussion of the Grain Group by introducing the three remaining nutrients and their body functions. For each nutrient in the Grain Group:
   - Write the name of the nutrient on the chalkboard under Grain Group.
   - Explain what the nutrient does.
   - Have students write the name of the nutrient on a line under Grain Group on their work sheets.
   - Have students draw a symbol on the **Body Map Work Sheet** to show how the nutrient helps the body stay healthy.
   - Have students draw a line connecting the nutrient name with their symbols.

   The remaining nutrients for the Grain Group are:
   - Thiamin — Keeps the nervous system healthy
   - Iron — Keeps the blood healthy
   - Niacin — Keeps skin healthy

10. When you finish discussing the main Grain Group nutrients, emphasize:
    - This is one of the things that makes foods in the Grain Group alike. They all contain these four nutrients — carbohydrate, thiamin, iron, and niacin.

11. Use the same format to review the nutrients in each group. (Key to nutrients on page 8.)
    - Write the name of the food group on the chalkboard.
    - Ask students to name foods in the group.
    - One at a time, write the name of each nutrient provided by the group on the chalkboard and have students write it on their work sheets.

TEACHER NOTE *Several nutrients are contained in more than one food group. Once students have created a symbol for a particular nutrient, when it is named again simply have them draw a line to the symbol they've already drawn ... not make another symbol for the same nutrient.*

    - Explain the function of the nutrient and have students draw a symbol to illustrate the function.
    - Have students draw a line between the name of the nutrient and the symbol they drew.

12. Before continuing, do a quick review of nutrient functions. Instruct students to smile if the answer to the question is true. Ask them to frown if the answer is false. Encourage them to refer to the **Body Map Work Sheet**. Make up statements like the following ones:
    - Niacin helps keep skin healthy. *(True.)*
    - Carbohydrates help build strong muscles. *(False.)*

13. Discuss the last section on the work sheet — Combination Foods. First, ask students to count how many different nutrients they've learned about. *(There are nine.)*
    Then ask them why there are nine lines under Combination Foods.
    (Accept all reasonable answers.)
    Then point out:
    - Combination Foods are made up of foods from two or more food groups. So Combination Foods contain the same nutrients as the foods that make them up.
    - For example, let's take a ham and cheese sandwich. Count the number of nutrients in the sandwich as we talk about it.
    - What food group is cheese in? *(Dairy.)*
    - So what nutrients does the cheese contribute? *(Calcium, Riboflavin, and Protein.)*
    - What food group is ham in? *(Meat Group.)*
    - What nutrients does ham contribute? *(Protein, Niacin, Iron, and Thiamin.)*
    - What food group is bread in? *(Grain.)*
    - What nutrients does bread contribute? *(Carbohydrate, Thiamin, Iron, and Niacin.)*
    - What two nutrients are missing? *(Vitamins A and C.)*
    - What food groups are they found in? *(Fruit Group and Vegetable Group.)*
    - What's a food we could add to the sandwich to get some Vitamin A and Vitamin C? *(Accept all reasonable answers. Look for answers from the fruit and vegetable groups like tomato, lettuce, etc.)*

14. Have students write the names of all nine nutrients under Combination Foods on the **Body Map Work Sheet**. Have them draw an arrow up connecting the term Combination Foods with the body. Reaffirm that when you eat a Combination Food, you get the nutrients that each of the food groups contains.

TEACHER NOTE *If a student names a food that's not in one of the Five Food Groups, like mayonnaise, potato chips, soda, etc., point out that not all foods are rich in nutrients. Foods that do not have a lot of nutrients are extras and are not necessary for growth or health. You don't need them to live.*

Draw the students' attention to the ***Food Fan Poster****. Explain that because the food suggested does not have a lot of nutrients, it does not qualify to be a member of one of the Five Food Groups. Remind students that they should try to eat the recommended number of servings from the Five Food Groups every day so they can get the nutrients they need to grow properly and be healthy. Tell them a good rule to remember is "Five Food Group foods before extra foods."*

15. Lead the class in a discussion of the concept of variety. Ask students:
    - Does any one of the Five Food Groups give you all the nutrients you need?
      (No.)
    - But what happens if you eat foods from all Five Food Groups?
      (Your body gets all the nutrients it needs.)
    - Earlier today I mentioned that your body needs about 50 nutrients every day to stay healthy. We've only mentioned nine. So you may be wondering about the other nutrients.
    - What nutritionists have learned is that if you eat foods from each of the Five Food Groups each day, you not only get the nine main nutrients we talked about, but you get all the rest of the nutrients your body needs to stay healthy.
    - It's also important when you eat, to eat different foods from each food group. While all the foods in a food group have similar nutrients, different foods may have more of one nutrient than another. By eating a variety of foods in the group, you help your body get all the nutrients you need.

16. End the lesson by having each student select one of the Five Food Groups. On the back of the **Body Map Work Sheet**, have them write the name of the food group they chose and list 10 - 20 foods from the group. The foods they list should be different than, or an expansion of, the foods on the **Food Fan Poster**. For example, a Red Delicious apple is depicted on the **Food Fan Poster**. Students who choose the Fruit Group should list specific types of apples like Golden Delicious, Granny Smith, Fuji, Winesaps, Rome Beauty, Gala, etc.

TEACHER NOTE *You may want to assign this task for homework or for library research.*

ANSWER KEY

NUTRIENT INFORMATION

The nutrients and nutrient functions associated with the food groups are as follows:

GRAIN GROUP
Carbohydrates: Give you energy
Thiamin: Keeps the nervous system healthy
Iron: Keeps the blood healthy
Niacin: Keeps skin healthy

VEGETABLE GROUP
Vitamin A: Helps you see in the dark

FRUIT GROUP
Vitamin C: Heals cuts

MEAT GROUP
Protein: Builds strong muscles and helps you grow
Niacin: Keeps skin healthy
Iron: Keeps the blood healthy
Thiamin: Keeps the nervous system healthy

DAIRY GROUP
Calcium: Builds strong bones and teeth
Riboflavin: Helps you see in bright light
Protein: Builds strong muscles and helps you grow

THE PLAY

TO DO AHEAD

- Decide how much class time you will allow students for working on this project. Write the deadlines on the chalkboard. (See Step #5.)
- Decide how you will cast main characters in the play—Granny Smith, Red Delicious, Variety, Melba Toast, Celery Stalk, Ginger Gold, Monterey Jack Cheese, Chuck Steak, and the Narrator. If you have an advanced class, you may want to hold auditions, or call for volunteers.
- Divide the remainder of the class into the five writer/performer groups (and into any crews you elected to set up, i.e., costume/make-up, set design/props, production).
- Reproduce copies of the **Special Assignment Work Sheet** for each child. Assign each student a role.
- Decide who will be the audience(s) for the play. Depending on the audience, you may need to adapt the ending of the play.
- If your audience is the class itself, parents, or students fourth grade and older, use the ending without the adaptation.
- If your audience includes first, second, and/or third graders who have completed the Washington Apple Commission Nutrition Education Program, you'll need to adjust the play as indicated on the script. Each class has learned their own special song about the Five Food Groups and variety, that can be incorporated into the fifth grade play.
- Reproduce copies of the play, **"In Search of the State of Good Health,"** for each child in the class.
- If you're presenting the play to first, second, and/or third graders, make copies of the **Song Sheets**. Teach your students the song for each grade to which you'll be presenting the play. When "Granny" invites the younger children to sing, the fifth graders can accompany them.
- If you're presenting the play to any group outside of your class, arrange for a time and place to perform. Also be sure to plan how students will invite these groups.
- Prepare or have the prop crew make the Five Food Group wedges that are used in the play. **Hint:** Trace the shape of the **Food Fan Poster** as a model for the wedge. Make the wedges in these colors:

Wedge Colors:

GRAIN GROUP ..... Yellow
VEGETABLE GROUP ..... Green
FRUIT GROUP ..... Orange
MEAT GROUP ..... Red
DAIRY GROUP ..... Blue

On the front of each wedge, print the name of its food group. Assemble the five wedges in a circle, front side down. Place them next to each other in the sequence described above — yellow, green, orange, red, and blue. Across the back of the circle print: **"Every day eat a wide variety of foods from the Five Food Groups."**

- Make a copy of the **Parent Tip Sheet** for each student.
- Duplicate the **Parent Letter** Master. Sign and date the duplicate. Make enough copies to attach to the **Parent Tip Sheets**.

OPTIONAL

End the unit with a **Cast Party**. Serve foods from the Five Food Groups and/or their combinations.

1. Explain to students that the class is going to have the opportunity to use what they've learned about variety and the Five Food Groups by putting on a play about nutrition. Explain the details of when, where, how, and for whom they will perform the play. Go on to explain:
   - Over the next few weeks, we're going to be preparing to put on the play.
   - The play is about a resident of the fourth galaxy, named Variety, who wants to improve his or her health. Variety has come to earth to look for the State of Good Health.
   - Variety arrives on earth and meets Red Delicious and his grandmother, Granny Smith. With their help, Variety finds how to get to the State of Good Health.
   - In a few minutes I'm going to give all of you a copy of the play. When you look at it, you'll notice there are not enough speaking parts for everyone to play a part. Another thing you'll notice is there are several areas with an empty box.

This is a special kind of play. Part of the play has already been written. But part of it still has to be written. And that's where you come in. I'm going to divide you into five groups — one for each of the Five Food Groups. You're going to be writers/performers.
- Each group will get a set of guidelines to help you write your part of the play.

If you've decided to use crews, add:
- Since we're going to put on our show for _____, we're going to need a set design/props crew and a costume/make-up crew.
- We're also going to need a production crew, made up of a director and two assistants, to videotape our performance.

2. Distribute a copy of the play to each child. Give them time to read the play.

3. When the students are done reading, pass out the **Special Assignment Work Sheets**. Review the assignments you made with the class.

4. Assign spaces in the room to the different groups. Have the students form their work groups.

5. Tell the students the times in class that you'll be allotting for them to work in their groups on this project. Then, have the students copy the deadlines you wrote on the chalkboard.

6. Get the groups started by telling the children with the lead speaking parts to begin practicing their parts; the writers/performers to talk about ideas for their presentations; the crews to read the play and make a "To Do" and "To Get" list.

7. When the groups have started working, take time to meet with each group to clarify their assignments. With the writer/performer groups, be sure to check that these groups know the food group they're working on. Review the **Special Assignment Work Sheet** with each of these groups. Have each group select a speaker. Explain to each group:
   - Everyone in the group will perform the final song, poem, rap, or whatever they develop.
   - Everyone needs to be involved in the creation.
   - You also need to think up ideas for costumes.

8. Circulate among students as they work, so you can answer any questions to provide any support needed.

9. Distribute the **Parent Letter** and **Parent Tip Sheet**. Tell the class:
   - These notes explain our project. Please give them to your parents.
   - You'll be asking your families to help you find the materials you need for our play.

10. Have students present the play, **"In Search of the State of Good Health,"** to themselves and to as many other lower grade classes and/or adults as is appropriate and manageable.

TEACHER NOTE

"Healthy Choices for Kids" is totally dependent on funds donated by the growers of Washington state apples. Because this is a grower-funded program, we need to justify costs by showing that our materials are being used. To keep this program going, it's important that you let us know you are using our materials. Do so by returning the reply card at the back of this unit. Send to:

Washington Apple Commission
Healthy Choices for Kids
P.O. Box 550
Wenatchee, Washington 98807

PLACES GOOD ENOUGH TO EAT

131 **NAME:** _____

132

THE MAKING OF A NATION

New land has been discovered off the coast of the United States. Your group has been given the job of creating a new country. There is one ground rule: **The name of <u>every</u> place in this new country must include the name of a food in the _____Group.**

YOUR JOB

Read through the instructions below. You can complete the instructions in any order. But you must complete them all.

1. Name the country. _____

2. Name the capital city. _____

3. Invent names for at least eight more cities, villages, or towns. One of the cities must be on the coast.

   _____ _____

   _____ _____

   _____ _____

   _____ _____

4. This country has two mountain peaks and three rivers . Name these.

   _____ _____

   _____ _____ _____

5. This country has one lake with a waterfall. Name the lake and the waterfall.

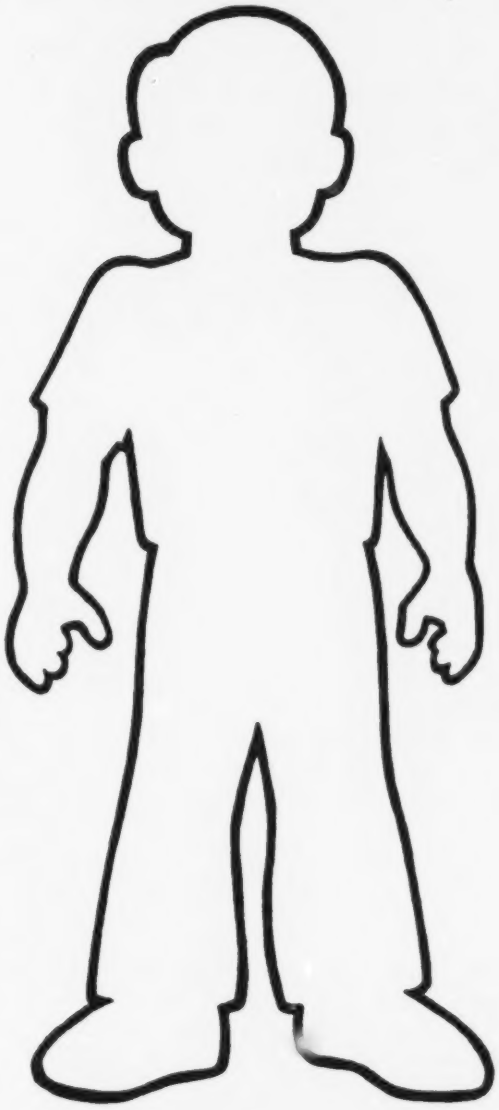
   _____ _____

6. If you like, you can create more towns and natural features for this country.

7. On the sheet of art paper:
   - Draw the outline of the country.
   - Print the name of the country across the top of the sheet.
   - Identify the location of all the cities and print their names on the map.
   - Identify the capital city with a star.
   - Draw in the rivers, mountains, lakes, waterfalls, and any other natural features. Be sure to include their names.
   - In the lower right-hand corner, be sure to write the names of the "founders" of your country. (That means: Everyone in the group!)

NAME: _____

THE BODY MAP



GRAIN GROUP

_____

_____

_____

_____

MEAT GROUP

_____

_____

_____

_____

VEGETABLE GROUP

_____

FRUIT GROUP

_____

DAIRY GROUP

_____

_____

_____

COMBINATION FOODS

_____ _____ _____

_____ _____ _____

_____ _____ _____

NAME: _____

Special Assignment for _____

Character	Writer/Performer	Crew Member
_____ Granny Smith	_____ Grain Group	_____ Costume/Make-Up Crew
_____ Red	_____ Vegetable Group	_____ Set Design/Props Crew
_____ Variety	_____ Fruit Group	_____ Production Crew
_____ Melba Toast	_____ Meat Group	_____ Director
_____ Celery Stalk	_____ Dairy Group	_____ Assistant Director
_____ Ginger Gold		
_____ Monterey Jack Cheese		
_____ Chuck Steak		
_____ Narrator		

DIRECTIONS FOR FOOD GROUPS

The job of your group is to put together a presentation about your assigned food group.

- The performance should take about 2-3 minutes.
- The performance must communicate:
  - The names of a variety of foods in your food group
  - The main nutrients in your food group
  - The ways your food group helps people stay healthy
- The performance can be a:
  - song
  - rap
  - poem
  - dance
  - skit
  - anything else you create
- Everybody in your group must be part of the performance.

EVERYBODY

Think up ideas for costumes, props, sound effects, etc. For example, a white rag mop can be used to make a wig for Granny Smith. When you are ready to share your ideas, ask me to schedule a time for you to explain your suggestions to the appropriate work groups. ALL IDEAS ARE WELCOME. Let's make our play fun!!!

SCRIPT FOR: IN SEARCH OF THE STATE OF GOOD HEALTH

NARRATOR: When our story begins, some very strange things have been happening around the house of that famous apple, Granny Smith. She and her grandson, Red Delicious, were busy playing frisbee in the front yard, when a very unusual aircraft landed on her garage roof.

Granny and Red were quite surprised to see a strange-looking character get out of the spaceship, jump off the garage roof, and approach them.

RED: Welcome! I am Red Delicious. Who are you?

VARIETY: Greetings. I'm Variety from the planet "Healthy Choice." I've been doing some intergalactic eavesdropping on your fifth grade class. Your teacher was showing you where the state of New Mexico is. I know how to get to all those New England states, but I've been sent to locate the State of Good Health.

RED: [*Scratching his head.*] We have 50 states and I know Washington, Alabama, and Montana, Minnesota, South Dakota, Nebraska, and Alaska. But I've never heard of the State of Good Health. Have you Granny Smith?

GRANNY: Well, yes. In a matter of speaking.

VARIETY: Can you take me there?

GRANNY: Yes. But you must remember this: The State of Good Health is more of a journey [*emphasize*] than a destination.

VARIETY: What does that mean?

GRANNY: You'll find out soon enough. Now, if you've got the spaceship, I've got time to show you.

VARIETY: That's great. When do we start?

GRANNY: There's no better time than the present. Let's hit the road!

RED: Granny, can I come along?

GRANNY: Absolutely.

VARIETY: Where are we headed?

GRANNY: First stop, the Grain Plains — the home of Melba Toast.

NARRATOR: With that, they hopped inside the Healthy Choices' intergalactic vehicle and zoomed away to the Grain Plains.

GRANNY: We're here.

RED: Where's here?

GRANNY: We're here at the Grain Plains. Home of my old friend, Melba Toast.

VARIETY: Is this the State of Good Health?

GRANNY: Well, it is, and it isn't.

VARIETY: Excuse me, Granny Smith, but you're talking in riddles.

GRANNY: Let me back up. Making smart food choices is an important part of good health. In fact, you cannot get to the State of Good Health without eating a wide variety of foods from the Five Food Groups each day. So before you get to the State of Good Health, you need to learn about all of the Five Food Groups. And, we're starting with the Grain Group.

VARIETY: I understand.

[*Enter Melba Toast and the Grain Plains players.*]

MELBA: Granny! How nice it is to see you again.

GRANNY: Melba, it's nice to see you too. I've brought my grandson and our new friend, Variety, to learn more about the Grain Group. Are the Grain Plains Players ready?

MELBA: They sure are. Hit it folks.

[*Grain Plains Players make presentation.*]
[*Red, Granny, and Variety clap.*]

RED: [*To audience.*] Let's give them a hand.

MELBA: To help you remember your visit to the Grain Plains, here's a token of our esteem. [*Hands yellow Grain Group wedge to Granny.*] Thank you for coming.

RED: What does it say? What does it say?

GRANNY: It says the Grain Group.

VARIETY: Does that mean that all I have to do is eat bread, cereal, and rice and we'll be in the State of Good Health?

GRANNY: That's part of it. But not all of it. Here, take this wedge and hang it up in the space ship. [*Granny hands wedge to Variety.*]

VARIETY: [*Hangs yellow wedge on wall in spot visible to audience.*] Where to next, Granny?

GRANNY: Well, I think we'll head to the Valley of the Vegetables.

[Red, Granny, and Variety climb into space ship and wave good-bye. Melba Toast and the Grain Plains people wave good-bye in return.]

NARRATOR: And with that, our friends flew faster than the speed of sound. They soon landed in the Valley of the Vegetables.

GRANNY: Here we are, in the Valley of the Vegetables.

VARIETY: Is this the State of Good Health?

GRANNY: Not exactly. But we can't get to the State of Good Health without stopping off here.

RED: Look at that guy coming toward us. He looks like a stalk of celery!

GRANNY: He is a stalk of celery. He's Celery Stalk. And, he's the manager of the Valley of the Vegetables. Hi Celery! We're here to find out more about how the Vegetable Group helps you stay healthy. Are the Valley People ready to do their thing?

CELERY: Of course. Here they are.

[*Valley People make presentation.*]

[*Red, Granny, and Variety clap.*]

GRANNY: [*To audience.*] It's okay for you to applaud, too.

CELERY: Granny, it's such a thrill to have you and your two young friends visit. We'd like to give you something to remember us by. [*Celery hands Granny the green wedge that says Vegetable Group.*]

VARIETY: What does it say?

GRANNY: It says Vegetable Group. And I think that whenever I see this wedge, I'll think of Celery Stalk. [*Hands wedge to Variety.*] Let's hang this up next to the Grain Group, okay?

VARIETY: Thanks, Celery, for letting us visit the Valley of the Vegetables.

RED: And you Valley People were great.

GRANNY: Time to get to our next stop.

[*All wave good-bye, as Red, Granny, and Variety depart in the spaceship. Variety posts the green wedge on the wall making sure to tape the green and yellow wedges together.*]

NARRATOR: This time our trio shot through time and space faster than ever. When they land they find themselves surrounded by miles and miles of orchards.

RED: Well, I don't know the name of this place but it's got something to do with fruit, doesn t it?

VARIETY: And I gather we're still not in the State of Good Health.

GRANNY: Variety, you're 100 percent correct. But we're getting there. And here comes Ginger Gold, my friend, and the Sheriff of Fruit Frontier.

GINGER: [*Speaking in southern drawl.*] Howdy, Granny. What can I do for you folks?

GRANNY: We've come from quite a distance to catch the Fruit-a-bagas' Act. Are they performing today?

GINGER: Yes Ma'am. They're just about to begin right now! Look over there.

[*Fruit-A-Bagas make presentation.*]

[*Red, Granny, and Variety clap.*]

RED: [*To audience.*] Come on now, give them a Western round of applause!

GINGER: We don't have that many visitors these days, so we're real happy when we get a chance to do our thing. Thanks for making the trip. And here's a little something for you. [*Hands orange wedge to Granny.*]

GRANNY: Here Variety. Something to add to the spaceship wall.

VARIETY: Just as I guessed. It says Fruit Group.

RED: And I bet it's time to take off.

GRANNY: Right you are, Red. It's time to say our good-byes and take off for Meat Mountain — to learn more about how the Meat Group helps you stay healthy.

NARRATOR: As you might imagine, these three are moving faster and faster toward finding out where the State of Good Health is. In a flash, they land right on the very top of Meat Mountain.

RED: Okay Granny. You've outdone yourself this time. We are on the peak of a mountain!

VARIETY: Mrs. Smith, although I come from outer space, I'm still not accustomed to such high elevations. Is this stop absolutely necessary on route to the State of Good Health?

GRANNY: Not to worry, Variety. I wouldn't lead you astray.

RED: Look over there. I think this person must be in charge.

CHUCK: Welcome, Granny. Thanks for stopping by Meat Mountain. What can I do for you?

GRANNY: Hi, Chuck Steak. I'd like the Mighty Meatball Players to perform for my friends.

CHUCK: No problem. The Mighty Meatballs are about to do their world-famous performance. Have a seat.

[*The Mighty Meatballs make presentation.*]

[*Red, Granny, and Variety clap.*]

GRANNY: [*To audience.*] Let's hear it for the Mighty Meatball Players.

CHUCK: Just so you don't forget about the importance of Meat Group foods, here's a little reminder for you. [*Hands Granny Smith a red wedge.*]

GRANNY: Variety, I guess you know what to do with this, don't you?

VARIETY: I do. But, Mrs. Smith, how much further do we have to go to get to the State of Good Health?

GRANNY: We have only one more stop. So let's say our good-byes and take off.

NARRATOR: And now, flying faster than a meteorite, Granny and her two companions depart for one more stop.

GRANNY: Here we are — Dairyville.

RED: And what's this place famous for — flying cows?

GRANNY: Cute, Red, cute. Actually, Dairyville has Monterey Jack Cheese and his Milk Group Troupe. Let's take in their show while we're here.

VARIETY: Looks like someone coming now.

MONTEREY: Welcome to Dairyville.

GRANNY: Thanks, Monterey Jack. We've been on a journey looking for the State of Good Health. Dairyville is our last stop and we're anxious to see the Milk Group Troupe do their show. Are they ready?

MONTEREY: They sure are. And here they come.

[*Milk Group Troupe performs.*]

[*Red, Granny, and Variety clap.*]

VARIETY: [*To audience.*] If you don't mind me saying so, I'd like you to give the Milk Group Troupe a big round of applause.

GRANNY: Variety, you're fitting in here on earth perfectly.

MONTEREY: Please accept this gift as a thank you for your visit. [*Hands Granny Smith the blue wedge.*]

GRANNY: [*Hands wedge to Variety.*] Variety, let's finish the circle.

[*Variety tapes the blue wedge to the red and the yellow wedges to complete the circle.*]

RED: Well, Granny, we've been to visit all Five Food Groups. And, I don't think we've actually arrived at the State of Good Health yet.

GRANNY: Well, yes and no. Remember when we started out, I told you the State of Good Health was a journey [*emphasize*], <u>not</u> a destination.

VARIETY: Yes, and I'm beginning to understand what you mean. The State of Good Health is not a place you get to. It's a way of living a healthy life.

GRANNY: Now I think you're getting the point. So do you know what good nutrition is?

VARIETY: Coming from the planet, Healthy Choice, and having a name like Variety, I'm the perfect person to answer that question. Good nutrition means eating a variety of foods from each food group. It's important to try different ones to get all the nutrients you need.

GRANNY: Variety, I couldn't have said it better myself. I think you're ready to go home.

VARIETY: But, when I go home, how am I going to remember and share with the rest of my planet about healthy eating?

GRANNY: That's simple, go take the circle off the wall.

[*Variety removes the circle.*]

GRANNY: Now flip the circle over. [*Variety does so and shows the message to the audience.*]

GRANNY: What does the message say?

RED: Every day eat a wide variety of foods from the Five Food Groups.

VARIETY: This will make it easy to remember what to eat. Granny Smith, you are one wise apple.

GRANNY: By the way, Variety, do you like to sing?

VARIETY: I sure do.

GRANNY: Well, I've got a song that will make it even easier for you to remember how to keep yourself in the State of Good Health.

[*Turns to audience.*] Children, do you remember_____*? Would you like to sing it to Variety as a going-away song? Great!

[*Allow students the opportunity to sing their song. Fifth grade class will sing along.*]

* *First Graders:* ***<u>"I Make Healthy Choices" Song</u>***

* *Second Graders* ***<u>"Gonna Be Healthy" Song</u>***

* *Third Graders:* ***<u>"Variety" Song</u>***

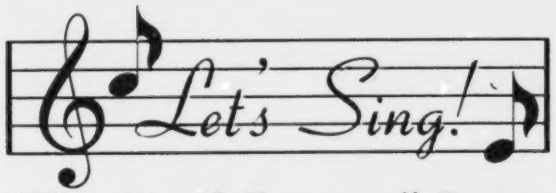
VARIETY: Well Granny, I've got to get going.

GRANNY: Have a safe trip home.

VARIETY: Granny Smith, I'll never forget my visit here on Earth. Good-bye, Granny. So long, Red.

RED & GRANNY: Good-bye, Variety. Good-bye.

[*Wave good-bye.*]



"Five Food Groups" Song

(Music: "Twinkle, Twinkle Little Star")

Grain Group

Grain Group foods for you and me
They give lots of energy
Oatmeal, bagels, and cornflakes
Crackers, biscuits, and pancakes
Breads and rice and noodles too
Tortillas are fun to chew

Grain Group foods for you and me
They will help us be healthy

Vegetable Group

Lots of vegetables to eat
Each kind is a special treat
Carrots, mushrooms, potatoes
Lettuce, corn, peas, tomatoes
Collard greens and broccoli
Such a wide variety

Vegetables for you and me
They will help us be healthy

Fruit Group

Apples, grapefruit, peaches, too
All these fruits are good for you
Pears, bananas, and strawberries
Watermelon, grapes, and cherries
Many types of fruits you see
Such a wide variety

Fruit Group foods for you and me
They will help us be healthy

Meat Group

Meat Group foods are fun to try
Lots of different kinds to buy
Roast beef, hot dogs, leg-of-lamb
Chicken, tofu, eggs, and ham
Legumes, oysters, nuts, and fishes
Meat Group foods make tasty dishes

Meat Group foods for you and me
They will help us be healthy

Dairy Group

Dairy foods give nourishment
Milk's their main ingredient
Ice cream, yogurt, cottage cheese
Lots of flavors bound to please
Butter, pudding, and cocoa
Dairy foods will help you grow

Dairy Group foods for you and me
They will help us be healthy

Five Food Groups

Five Food Groups for you and me
Eat a wide variety
Get the energy to play
Stay alert throughout the day
Five Food Groups for you and me
They will help us be healthy

Five Food Groups for you and me
Eat a wide variety

"I Make Healthy Choices" Song

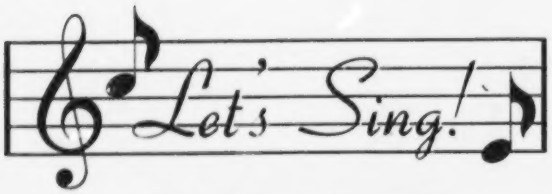
(Music: "I'm A Little Teapot")

I make healthy choices
Look at me
Here's my mouth
Here's my tummy

Each day at mealtime .
It's quite clear
Only Five Food Group foods
Go in here

Gonna grow up healthy
Watch and see
'Cause I eat
What's good for me

I'm proud as a peacock
'Cause every day
I make healthy choices
The Five Food Group way



"Variety" Song

(Music: **"Old MacDonald"**)

When you think of foods to eat
Think variety
Every food has different things
So think variety
Try a little of this
Taste a little of that
Get nutrients here
And nutrients there
When you think of foods to eat
Think variety

Grain Group foods are good to eat
They keep us healthy
Lots of flavors, lots of treats
They keep us healthy
With a chomp, chomp here
And a chomp, chomp there
Here a chomp, there a chomp
Everywhere a chomp, chomp
Grain Group foods are good to eat
They keep us healthy

Vegetables are good to eat
They keep us healthy
Lots of flavors, lots of treats
They keep us healthy
With a munch, munch here
And a munch, munch there
Here a munch, there a munch
Everywhere a munch, munch
Vegetables are good to eat
They keep us healthy

Fruit Group foods are good to eat
They keep us healthy
Lots of flavors, lots of treats
They keep us healthy
With a crunch, crunch here
And a crunch, crunch there
Here a crunch, there a crunch
Everywhere a crunch, crunch
Fruit Group foods are good to eat
They keep us healthy

Meat Group foods are good to eat
They keep us healthy
Lots of flavors, lots of treats
They keep us healthy
With a chew, chew here
And a chew, chew there
Here a chew, there a chew
Everywhere a chew, chew
Meat Group foods are good to eat
They keep us healthy

Dairy foods are good to eat
They keep us healthy
Lots of flavors, lots of treats
They keep us healthy
With a sip, sip here
And a sip, sip there
Here a sip, there a sip
Everywhere a sip, sip
Dairy foods are good to eat
They keep us healthy

When you think of foods to eat
Think variety
Every food has different things
So think variety
Try a little of this
Taste a little of that
Get nutrients here
And nutrients there
When you think of foods to eat
Think variety

Healthy Choices For Kids Start At Home

Dear Parent,

Our class is about to start a nutrition education program called **"Healthy Choices for Kids."** This program is based on the new U.S. Dietary Guidelines. We will be learning about **Guideline #1: Eat a Wide Variety of Food** from the Five Food Groups. We will also be learning how the key nutrients contained in Five Food Group foods keep us healthy. The class will then use this knowledge to stage a play entitled **"In Search of the State of Good Health."**

"In Search of the State of Good Health" — featuring Granny Smith, her grandson, Redmond "Red" Delicious, and a space angel named "Variety" — is a very special kind of play. Some parts of the play are provided. The students are asked to create the rest, so everyone has a part to perform.

Be sure to ask your child to tell you how the play is coming along. You may even want to help your child rehearse. You can also help by contributing items for our props and costumes. Your child will let you know what is needed.

We would also like to have a **Cast Party** after the play so we can celebrate our performance. If you'd like to donate a Five Food Group food or, if you can help set up the cast party, please let me know.

Since the **Cast Party** involves food tasting, **I also need to know** if your child has food allergies or is restricted from eating any foods.

Since you're the main teacher in your child's life, I've passed along some tips from the growers of Washington state apples on how to include more variety in your child's diet.

Sincerely,

Healthy Choices For Kids Start At Home

Parent tip sheet to help your kids stay healthy.

U.S. DIETARY GUIDELINE #1: "EAT A WIDE VARIETY OF FOODS"

Variety means different kinds. Each food group carries nutrients that are not found in large amounts in the other food groups. **Children tend to get into favorite food ruts.** If your child doesn't eat a variety of foods he/she may miss out on nutrients for growth, energy, and health.

The nutrients your child (and you) need are in the Five Food Groups. Every day, try to include these foods:

Food Group:	Servings Per Day	Examples:
Grains	6-11	Rice, pasta, breads, tortillas, cereals, pancakes, crackers, taco shells, pizza crust
Vegetables	3-5	Potatoes, corn, tomato sauce
Fruits	2-4	Apples, strawberries, juices
Dairy	2-3	Milk, yogurt, cheese
Meat	2-3	Beef, pork, chicken, fish, nuts, eggs, beans

Notice the above list does not include any sugar, fat, or foods with oil or gravy. These are **EXTRA FOODS** that add calories (energy) and flavor to our meals, but have little nutritional value. Such foods should be used in small amounts. People who eat these foods **instead of** some of the Five Food Groups may have poor nutrition.

What you can do to increase variety at home:

- Have a rule that everyone has to at least taste new foods. However, if someone doesn't like the food, he/she shouldn't be forced to eat it.
- Offer only one new food at a meal.
- Serve vegetables the way kids prefer them: raw or cooked until just tender.
- Have your child help you select and prepare foods. Kids tend to eat foods they help make.
- Don't serve only your children's favorite foods. Keep them on the menu, but make sure there are other foods to try, too.
- Set a good example with your own eating habits.

NOTES

NOTES

NOTES

Help Us Help You . . .

Your comments will help us produce quality nutrition education materials.

1. Have you used the "Healthy Choices for Kids" nutrition education kit with children?
❑ Yes, I used it with children in grade(s) _____. ❑ No ❑ Other use _____

2. Please rate our kit.	Excellent		Average		Poor		Excellent		Average		Poor
Instructional value	5	4	3	2	1	Quality of activities	5	4	3	2	1
Age-appropriateness of content	5	4	3	2	1	Quality of illustrations	5	4	3	2	1
Fit with grade-level curriculum	5	4	3	2	1	Ease of teacher preparation	5	4	3	2	1
Appeal to children	5	4	3	2	1						

3. Have you loaned or shared the "Healthy Choices for Kids" kit with other teachers? Yes ❑ No ❑

4. Do you plan to use the kit in the future? Yes ❑ No ❑

5. Where is your school located? Rural ❑ Suburban ❑ City/Urban ❑

6. What percentages of ethnic groups are represented by children in your classroom?
_____% African-American _____% American Indian _____% Asian _____% Hispanic _____% Caucasian _____% Other

SPECIAL GIFTS FOR THE TEACHER (Check one or both)
❑ I will send a letter explaining the creative ways I have used the kit. Please send me a special gift.
❑ I am interested in completing a comprehensive evaluation form on the program. Upon completion, you can send me a special gift.
Don't forget to put your full name and address on front of this card.

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Wenatchee, WA 98807

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Healthy Choices for Kids
"EAT A WIDE VARIETY OF FOODS"
Nutrition Education Program

Dietary Guidelines for Americans

- **Eat a variety of foods**
- **Maintain healthy weight**
- **Choose a diet low in fat, saturated fat, and cholesterol**
- **Choose a diet with plenty of vegetables, fruits, and grain products**
- **Use sugars only in moderation**
- **Use salt and sodium only in moderation**
- **If you drink alcoholic beverages, do so in moderation**

1990 U.S. Department of Agriculture
1990 U.S. Department of Health and Human Services

About the Authors

Marianne King holds an Ed.D. in Curriculum Development from Loyola University. Dr. King was Director of Materials and Program Development for the National Dairy Council and Director of Curriculum and Planning for the Chicago Consortium of Colleges and Universities. She also conducts "How To" workshops on Developing Materials and Instructional Strategies.

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If you'd like to order additional copies of
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The Growers of Washington State Apples
c/o Healthy Choices Nutrition Education Program
P.O. Box 550
Wenatchee, Washington 98807

Phone: (509) 663-9600
Fax: (509) 662-5824

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